



# Arts ALIVE!

The 2001 Survey Report on the State of  
Arts Education in Michigan Schools Grades K-12

**ARTS ALIVE:  
THE 2001 SURVEY REPORT ON  
THE STATE OF ARTS EDUCATION IN MICHIGAN SCHOOLS  
GRADES K-12**

The Arts Alive Survey Report was commissioned by ArtServe Michigan/MAAE, Michigan Council for Arts and Cultural Affairs and Michigan Department of Education to support quality arts in education throughout Michigan.

Original research for this report was completed by the Kercher Center for Social Research (KCSR)/Western Michigan University.

Final report written by Morrie Warshawski and Diane Grams, Arts Consultants

## THE SURVEY WAS FUNDED BY



## Hudson-Webber Foundation

With additional funding support provided by:



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The full report can be downloaded at:

[www.artservemichigan.org](http://www.artservemichigan.org)  
[www.cis.state.mi.us/arts/home.htm](http://www.cis.state.mi.us/arts/home.htm)  
[www.michigan.gov/mde](http://www.michigan.gov/mde)

## **What people are saying about the Arts Alive Survey Report and the importance of arts education...**

### **The John F. Kennedy Center for the Performing Arts**

On behalf of the John F. Kennedy Center for the Performing Arts and the Kennedy Center Alliance for Arts Education Network, we extend our congratulations to ArtServe Michigan/Alliance for Arts Education, the Michigan Department of Education and the Michigan Council for Arts and Cultural Affairs upon the completion of the *Arts Alive* report.

This report, which examines, compares, and highlights the current state of arts education in Michigan, will hopefully prove to be a valuable resource to all of the “champions of arts education” across your state. Best wishes and continued success in your very important work on behalf of arts education.

Derek E. Gordon  
Vice President,  
Education

Kathi R. Levin  
Director,  
KCAAEN

### **Hudson-Webber Foundation**

As individuals we are often described by our work. As a society we are defined by our arts and culture. The Hudson-Webber Foundation firmly believes that arts and culture is a necessary part of K-12 education. The Foundation is pleased to have provided support for this important initiative.

David Egner  
President  
Hudson-Webber Foundation

### **General Motors**

Providing support for the statewide arts education survey report is further evidence of our strong commitment to the arts in Michigan. At GM, we understand how important the arts are in preparing the students of today to become the creative and innovative workforce of tomorrow.

Roderick D. Gillum  
Vice President, Corporate Relations and Diversity  
General Motors

## **Michigan Council for Arts and Cultural Affairs**

The Michigan Council for Arts and Cultural Affairs serves to preserve and enhance the cultural well-being of Michigan. To that end, the Council has made arts education an integral component of our mission and one of our chief priorities.

Today, our state's educational system, teachers, students, parents, and communities face tremendous challenges ranging from lower than expected student achievement, high-stakes testing and accountability, to violence and other societal concerns. In addition, school districts and taxpayers continue to be faced with difficult decisions regarding distribution of resources as we move further into the 21st century.

Those of us who have been actively engaged in the arts and arts education understand the significant impact the arts can have on student participation and achievement, parental involvement, community cohesion and other global issues that affect society as a whole. Yet, when addressing these difficulties, some view the arts as "extra curricular" and somehow less significant than traditional core subject areas. But anyone who has benefited from an education rich in arts and culture, knows they are absolutely crucial to the intellectual, emotional, and personal development of our youth.

Over 10,000 studies have been published supporting the impact of the arts in areas from brain development to math and reading skills. However, not since 1989 had any survey been done to give us baseline information regarding the status of the arts within our state's educational system. Now, through a partnership that united the Michigan Council for Arts and Cultural Affairs, the Michigan Department of Education, and ArtServe Michigan there is a new tool ... *Arts Alive: The 2001 Survey Report on the State of Arts Education in Michigan Schools Grades K-12*.

This significant document gives us concrete statistics from public and private schools throughout Michigan, which can better equip the entire state to improve arts education in our schools. The future for arts education in Michigan is encouraging but there is always more work to be done.

Great things can happen for Michigan students when arts and culture are an essential part of their education. The importance of arts education and the information gathered in this report cannot be overstated. I therefore call on school board members, school administrators, teachers, students, and communities to seek new opportunities to incorporate the arts in our everyday lives. If we work together to harness our abundant creativity and the cultural resources of this great state's artists, symphonies, museums, libraries, and a multitude of other arts and cultural entities, an incredible education for our youth and a higher quality of life for all citizens in Michigan will be readily achievable.

Betty Boone  
Executive Director  
Michigan Council for Arts and Cultural Affairs

## **Michigan Department of Education**

"A good education system ought to nourish and nurture the range of intelligences, which include several featured in the arts. Otherwise, we will be neglecting important forms of human potential and stunting the cognitive development of youngsters."

**Howard Gardner, Harvard's Project Zero**

Great things are happening in Michigan schools every day thanks to the dedication and commitment of educators. Michigan schools, teachers and a large network of partners work together each day to develop the skills, intelligence and imagination our students need as creative, problem-solving members of our communities.

We know that arts education is a unique and integral part of a world-class education. The State Board of Education approved a new accountability system titled Education YES! which factors arts education and humanities for all students into the measurement of a school's performance. As we move toward greater accountability in providing all students access to an A+ education, it is timely that we ask:

- *Are Michigan schools providing all children with a foundation in the arts?*
- *Are they offering ongoing education in music, dance, theatre and the visual arts?*
- *Are they providing opportunities for high levels of achievement in the arts?*

*Arts Alive: The 2001 Survey Report on the State of Arts Education in Michigan Schools Grades K-12* gives us the first comprehensive look at these issues since 1989.

*Arts Alive* represents a creative partnership among ArtServe Michigan, the Michigan Department of Education and the Michigan Council for the Arts and Cultural Affairs that is laying the foundation of a new beginning for arts education in our state.

We know the arts help children develop thinking, social and personal skills. We know the arts help students recognize themselves as learners and reflect upon their own skill development. We also know children with special needs and students challenged by social factors stay in school and learn better when engaged in creative, arts-integrated education. Yet the arts remain an under-utilized resource in addressing the critical academic and expressive needs of students.

Education YES! provides a new role for arts education in which incremental but steady progress will be key. *Arts Alive* provides baseline data for where we are and where we need to improve. I encourage you to review *Arts Alive* and look for areas where you can contribute to greater student understanding and skills in the arts.

I also invite you to visit the Michigan Department of Education's newly designed web site ([www.michigan.gov/mde](http://www.michigan.gov/mde)) and make it a regular part of the arts education resources you consult.

Tom Watkins  
Superintendent of Public Instruction

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## FOREWORD

In a world where educated discrimination among sights and sounds has become necessity rather than nicety, this report offers a sobering message. It summarizes the results of a recent survey on arts education programming in Michigan's Schools, and serves as a sequel to a report based on a similar survey conducted over 12 years ago.

We at ArtServe Michigan, along with our colleagues in the Michigan Department of Education and the Michigan Council on Arts and Cultural Affairs, thought it was clearly time to repeat the survey to see what had changed in arts education programming in schools. We were keenly aware that much had changed for both communities and schools over the past 12 years, and we thought it imperative to establish a new baseline. With it, we could chart a course for the next decade's work - what still needed to be done in the State to expand arts education opportunities in the schools and what role our organizations could play toward this end.

The results presented in this report provide important perspective. The "bottom line" is that there has been limited progress since the last survey in terms of expanding arts education opportunities in schools across the State. The report concludes that schools are working hard to make arts education available to students, and that in many instances they are succeeding, sometimes against great odds. It also affirms that what schools are doing in arts education is exciting stuff. At the same time, there is still great unevenness in programmatic coverage, in terms of different arts disciplines being available in different schools and at different grade levels.

In effect, the report implicitly states that there is still a daunting task ahead for those who believe that experiences in the arts ought to be part of a student's basic educational rights. For ArtServe Michigan, the Michigan Department of Education and the Michigan Council for Arts and Cultural Affairs – and for all local school districts throughout the State – the challenge that was there in 1989 is still here in 2002.

So while the Michigan Department of Education and the State Board of Education deserve considerable credit for their recent efforts to incorporate arts education into state accreditation standards and processes, and many schools deserve credit for their efforts to adopt and use curriculum frameworks in the arts, and the Michigan Council on Arts and Cultural Affairs warrants praise for providing significant support for artists, arts education programs and cultural institutions to develop partnerships with schools throughout Michigan, much more needs to be done.

We urge you to read these results and to join us in formulating a fit response so that a decade from now we can celebrate the progress that has been made.

Steve Kaagan  
Vice Chairman, Education Committee  
ArtServe Michigan

Barbara Kratchman  
President  
ArtServe Michigan



## BACKGROUND

*Arts Alive: The 2001 Survey Report on the State of Arts Education in Michigan Schools Grades K-12* is a baseline study of the state of arts education in Michigan. The students highlighted by the results of this survey represent approximately 44% of the 1.8 million students enrolled in public schools, public school academies (1,706,939) and non-public schools (181,198) in Michigan.

When we began this survey we were concerned because there had not been a survey of this kind done since 1989. Moreover, we were not sure how funding for arts education had changed over the last ten years in Michigan. We knew from the news media and other contacts that schools were facing major issues that could impact arts education including mandatory testing, overcrowded classrooms, reduced budgets and staff cutbacks.<sup>1</sup> What was happening to the arts in our schools and what were the implications of those issues? The Arts Alive Survey Report offers a fresh look at arts education in Michigan and how those changes affect not only our state, but also the nation.

In recent years, there has been a growing consensus, supported by overwhelming research, that what is happening in the arts in our schools provides an important contribution to the learning process as a whole.

While educators, parents and others are starting to see the value that the arts have to entire educational process, the likelihood of the concept being put into practice in schools is influenced by many other factors. This report presents those other factors, but it also provides a framework for continuing possibilities, opportunities and challenges.

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<sup>1</sup> According to *Education Week*, the average class size in Michigan is 25.5 while the national average is 21.9. Web site, [http://www.edweek.org/sreports/qc02/templates/state\\_data.cfm](http://www.edweek.org/sreports/qc02/templates/state_data.cfm)

## INTRODUCTION

*Arts Alive: The 2001 Survey Report on the State of Arts Education in Michigan Schools Grades K-12* is rich in data that sheds a great deal of light on the state of arts education in Michigan schools. The narrative and charts that follow are intended as a guide to a number of discoveries made about arts education through the surveys, including sources of support, the existence of formal policies, personnel, activities and curriculum in Michigan schools.

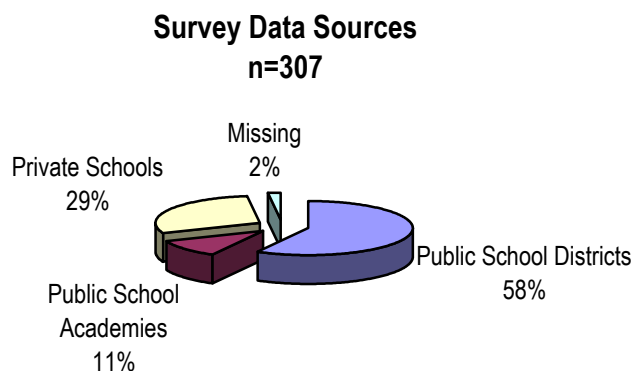
Also included in this report are the results of a random survey to arts educators that was conducted as an adjunct to the *State of Arts Education in Michigan Schools* survey. The purpose of the arts educators' survey was to gather input directly from arts educators concerning curriculum, scheduling, professional development and class size. Although the sampling was random, we feel the results provide a fresh insight into what arts educators are faced with in the classroom and professionally.

Finally, it is our hope that this data and its implications will be helpful to a broad range of people concerned with understanding, nourishing, and promoting arts education in both the state of Michigan and nationally, including business leaders, policy makers, administrators, teachers, artists, parents, students, and community leaders.

## SURVEY FINDINGS

### Who We Heard From

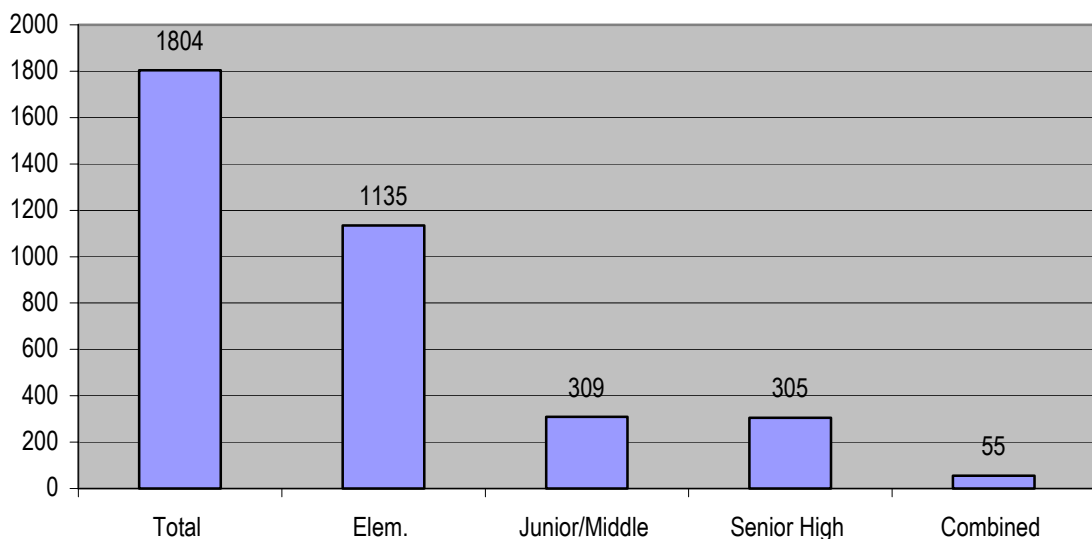
Responses to the Survey came from three different sources: **Public School Districts** (58%), followed by **Private Schools** (29%), and the remainder **Public School Academies** (11%).



Geographically, the group was primarily **Urban** (61%) versus **Rural** (28%) (with 11% of schools "unidentified").

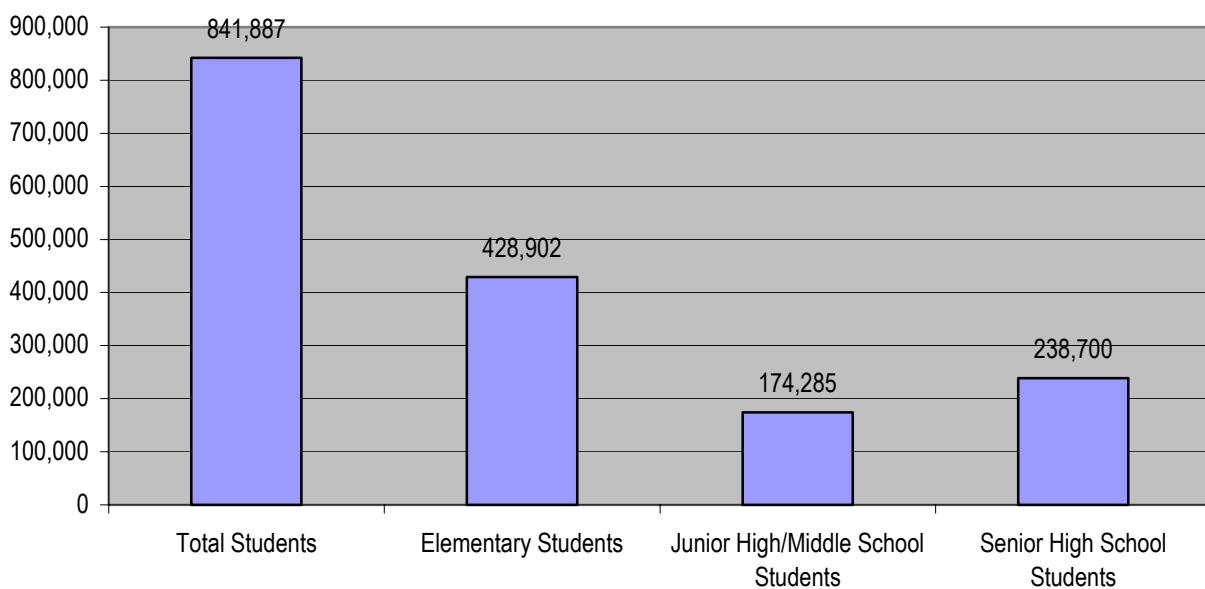
Of the 1,804 total Districts/Academies and Schools responding to the survey, as expected, the most responses came from **Elementary Schools** (63%), followed by **Junior High/Middle Schools** (17%), **Sr. High Schools** (17%), and a very small 3% **Combined Schools** (K-8, K-12 and 7-12).

**Number of Michigan Schools Represented by Survey**



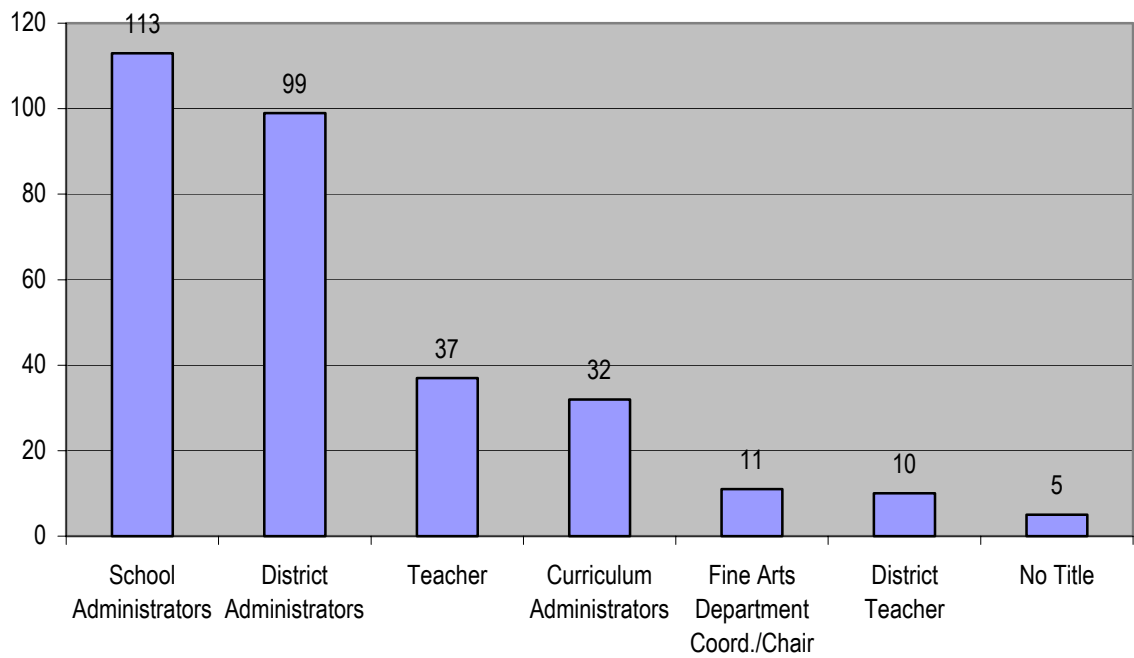
Survey responses by these districts, academies and schools represent 841,887 students in grades K-12 throughout Michigan. Fifty-one percent are in Elementary Schools, 21% are Junior High/Middle Students and 28% are Senior High Students.

**Number of Michigan Students Represented by Survey**



As the chart below illustrates, in most cases either a School-Level or District-Level administrator completed the survey. Less than 25% of the respondents were either a School Arts Teacher or a Curriculum Administrator.

**Who Filled Out Survey**

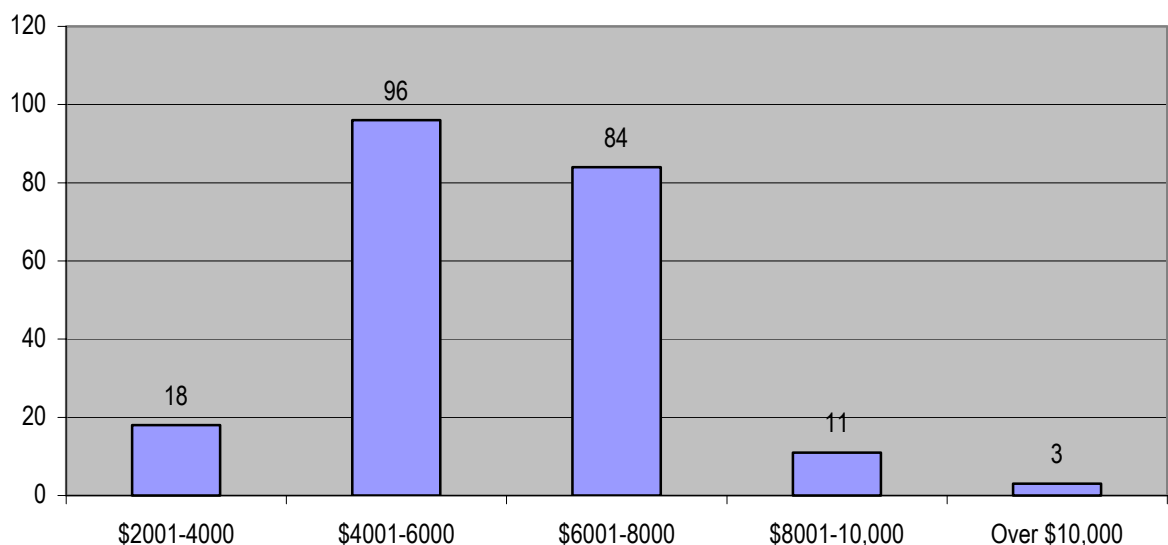


## Funds

The Survey discovered that the average annual **Total Per Pupil Allocations (TPPA)** for all districts/schools responding was \$5,934 (versus the National Center for Educational Statistics' reported national average of \$6,584 for the year 1999-2000).

Respondents were asked about the **sources of professional, technical and or financial assistance for arts education** available in their district/school. The Survey listed a number of possibilities to choose from: ArtServe Michigan, the Intermediate School District (ISD), Michigan Council for Arts and Cultural Affairs (MCACA), various Michigan Arts Education Associations, the Michigan Department of Education (MDE), and any "Other Source."

**Total Per Pupil Allocation**

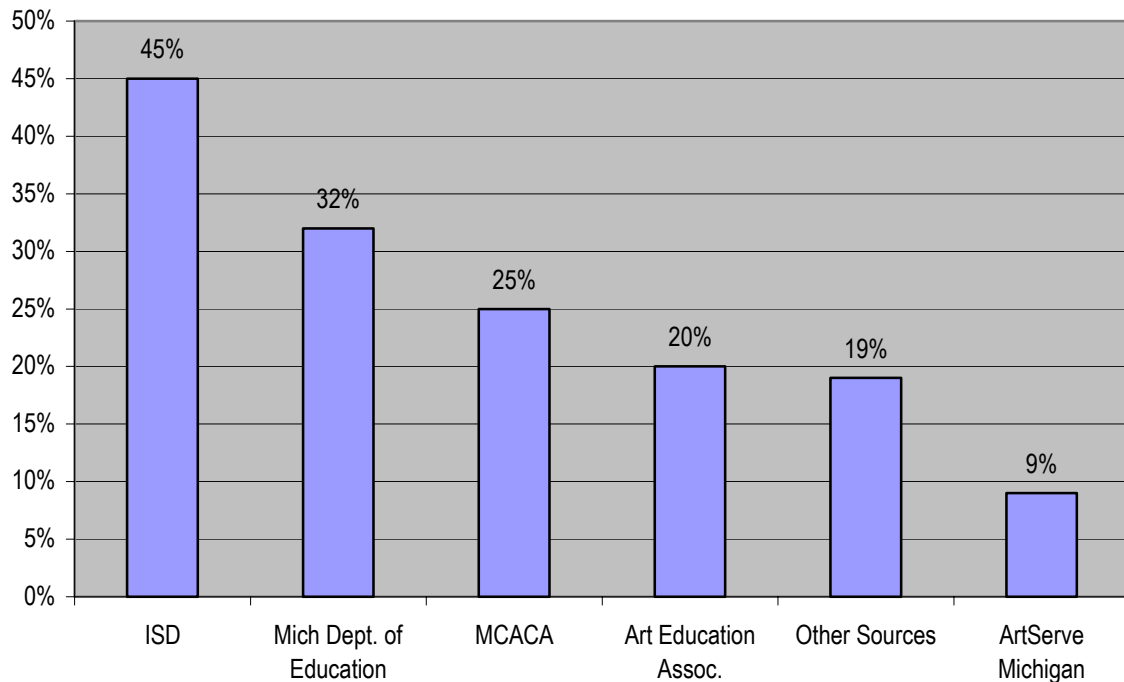


On average, the most prevalent sources of professional, technical or financial support were:

- 1) **ISD** (45%)
- 2) **MDE** (32%),
- 3) **MCACA** (25%)
- 4) **Various Arts Education Associations** (20%)
- 5) **Arts and Cultural Organizations /Other Sources** (19%)
- 6) **ArtServe Michigan** (9%)

The "Arts and Cultural Organizations and Other Sources" of professional, technical or funding support cited by respondents were numerous, including the Detroit Institute of Arts, the Grand Rapids Symphony, local arts agencies and local foundations, parents, teachers, and the Kennedy Center in Washington, D.C. The great quantity and variety of "other sources" offered by respondents demonstrates a broad interest in Michigan communities in supporting arts education activities and testifies to the creative capabilities of many districts, academies and schools.

## Sources of Assistance/Support for Arts Education



## Needs

The Survey asked respondents to select **the three most critical needs in their districts, academies or schools**. Three factors emerged as clear frontrunners:

1. **ADEQUATE FACILITIES** (52% listed it as one of the top three needs, and 38% considered it the first choice among all needs cited).
2. **MATERIALS AND SUPPLIES** were the second most cited need (43%), followed by the need for...
3. **SUFFICIENT SCHEDULING TIME** (38%).

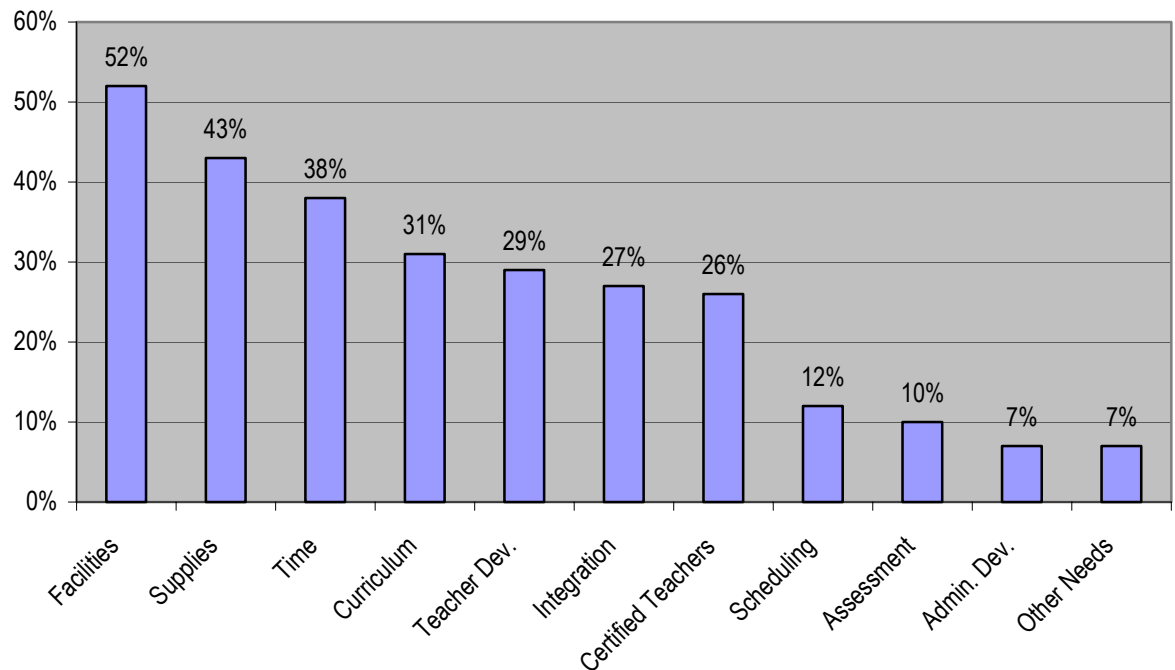
Besides the above, districts, academies and schools listed four other needs, clustered together in the 25%-30% range:

4. Arts Curriculum (31%)
5. Professional Development for Teachers (29%)
6. Integration of Arts across the Curricula (27%)
7. Certified Teachers (26%)

After that, a certain number of needs were also addressed, but not rated by more than 12% of respondents:

8. Scheduling Flexibility (12%)
9. Needs Assessment (10%)
10. Professional Development for Administrators (7%)
11. Other Needs (which included such items as *funding, transportation, staff and smaller class sizes*) (7%)

## Critical Needs in Districts, Academies and Private Schools for Arts Education



## Policies and Personnel

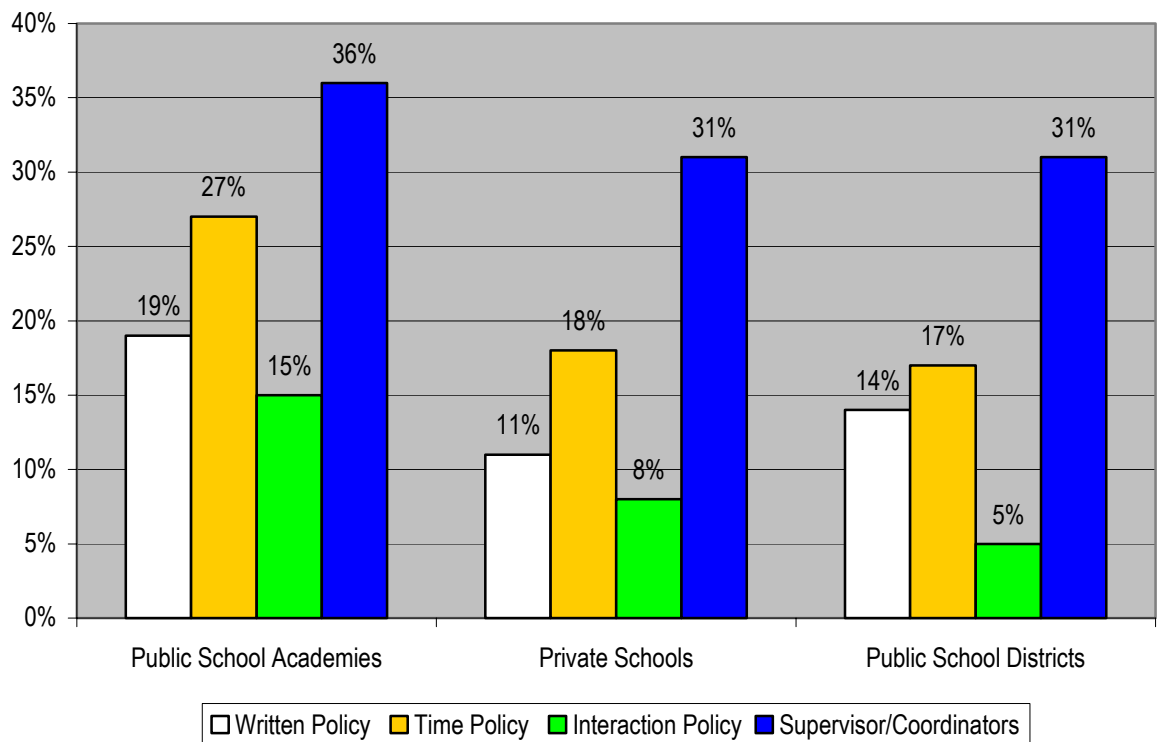
The Survey discovered that 12% of all districts/schools have a **"written, board-approved arts education policy."** An average of 15% of all public school districts/academies and private schools responding to the survey had a formal policy detailing the **"amount of time dedicated to arts instruction at the elementary level."** Only 6% have a written policy to **"assure that all students during their years in formal education interact with cultural resources...."**

With little variation among districts/academies and private schools, an average 31% of all respondents said they **"have at least one arts supervisor or coordinator."** This last figure is a bit lower than the 37% national average for elementary and secondary schools as reported in 1994 by the U.S. Department of Education's National Center for Education Statistics.

However, when comparing this number to the **1989 survey**, at that time only 15% of the public school districts responding reported having supervisors or coordinators responsible for the arts. The fact that the 2001 survey reports an average of 31% having at least one arts supervisor or coordinator shows that districts, academies and schools are moving in the right direction.

In looking closer at this data, we find that Public School Academies fare better across the board than their counterparts when it comes to policies describing arts education in the school. This is somewhat expected, when we consider that some Public School Academies have a focus on the arts. However, for Public School Academies, Public School Districts, and Private Schools alike, arts education policies exist in only modest numbers, leaving ample room for growth in the creation and adoption of more policies in more Michigan districts/schools.

**Formal Policies for Arts Education**  
(PS Academies n=33; Private n=86; PS Districts n=178)

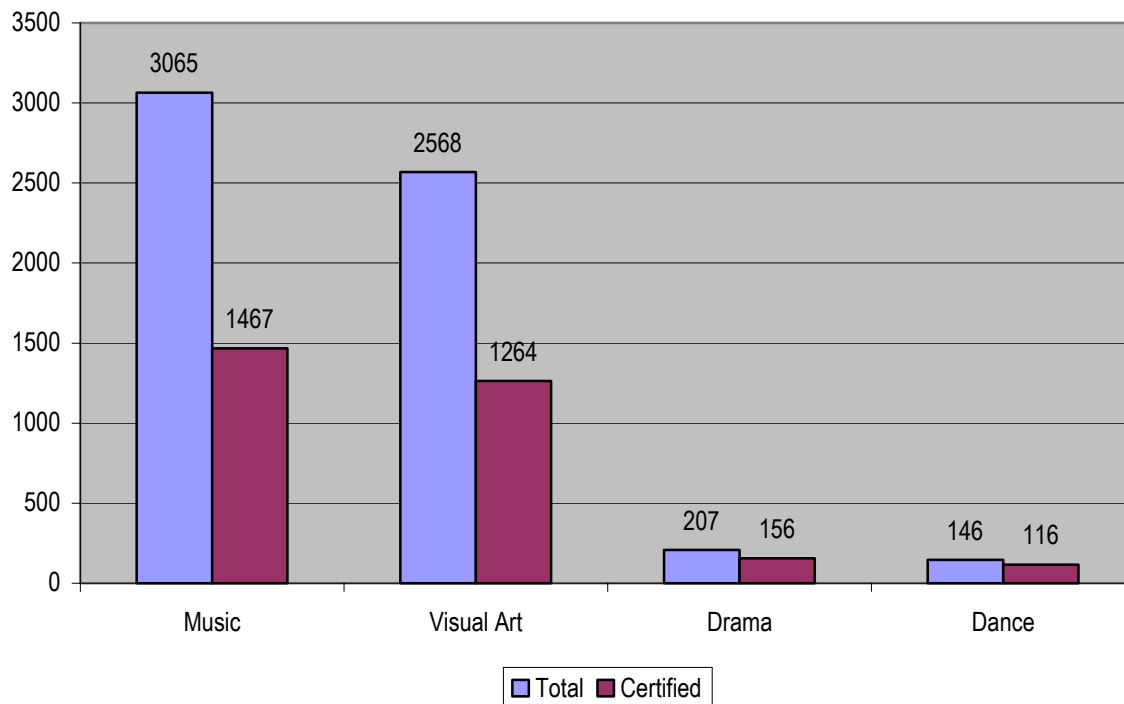


In examining the arts personnel in Michigan districts/schools, “**arts teachers**” were broken down into four disciplines: Dance, Drama/Theatre, Music, and Visual Arts. Responses revealed that only a very small number of **Dance** and **Drama/Theatre Teachers** exist in Michigan districts/schools. In the case of Dance teachers, there are so few (146 total) that the number is insignificant—over 95% of all schools responding said they had no dance teacher at all.

The numbers of **Drama/Theatre Teachers** in Michigan schools is also modest—a total of 207 (of which 75% are certified), with 73% of all districts/schools saying they have no Drama/Theatre Teachers at all. Of those that do, Public School Districts lead the way with 39% of schools reporting they have a Drama/Theatre Teacher, versus 14% of Public School Academies and only 10% of Private Schools.



**Number of Teachers by Discipline**

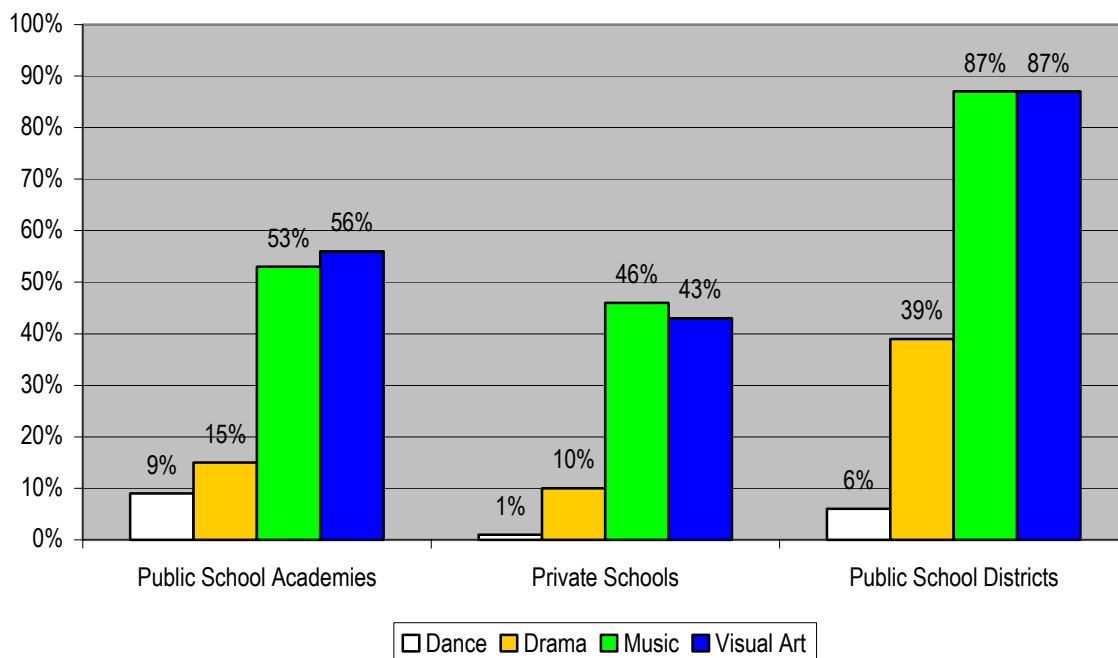


Public School Districts lead their counterparts again in the number of **Music Teachers** in schools. Districts, academies and schools in Michigan report employing a total of 3,065 Music Teachers, of which **48% are certified in the subject they are currently teaching**. Eighty-seven percent of all Public School Districts responding have one or more Music Teachers, as compared to Public School Academies and Private Schools, of which 53% and 46%, respectively, report having a Music Teacher on staff.

The disparity between Public School Districts, Public School Academies and Private Schools can also be seen in the figures for **Visual Arts Teachers**. Districts/schools reported having 2,568 Visual Arts Teachers total, **49% of which are certified in the subject they are currently teaching**. Here again, schools in Public Districts are far ahead of their counterparts, with 87% of schools having one or more Visual Arts Teachers on staff, versus 56% of Public School Academies and 43% of Private Schools.

On the whole, the Survey reveals that specialists in the fields of Dance and Drama/Theatre are extremely scarce throughout the state. While many more Music and Visual Arts Specialists can be found in Michigan districts/schools, both Public School Academies and Private Schools have some catching up to do with the Public School Districts. At the same time, it should be noted that even in these two artistic disciplines—Music and Visual Arts—an average 30% of all respondents stated they had no teacher at all of either type on staff, and less than 50% of all the teachers in these two disciplines are certified in their subjects.

## Districts, Academies and Private Schools with Arts Teachers (PS Academies n=33; Private n=89; PS Districts n=180)



Aside from the disciplines of Dance, Drama/Theatre, Music, and Visual Arts discussed so far, it is important to note that a full picture of arts education in Michigan districts/schools would not be complete without recognizing the teaching of **other arts courses** not part of the data analysis of this Survey. When asked what other courses they offered, respondents listed a number including:

- Calligraphy
- Creative Writing
- Design
- Film/Video
- Photography
- Pottery
- Television and Radio
- Web Design

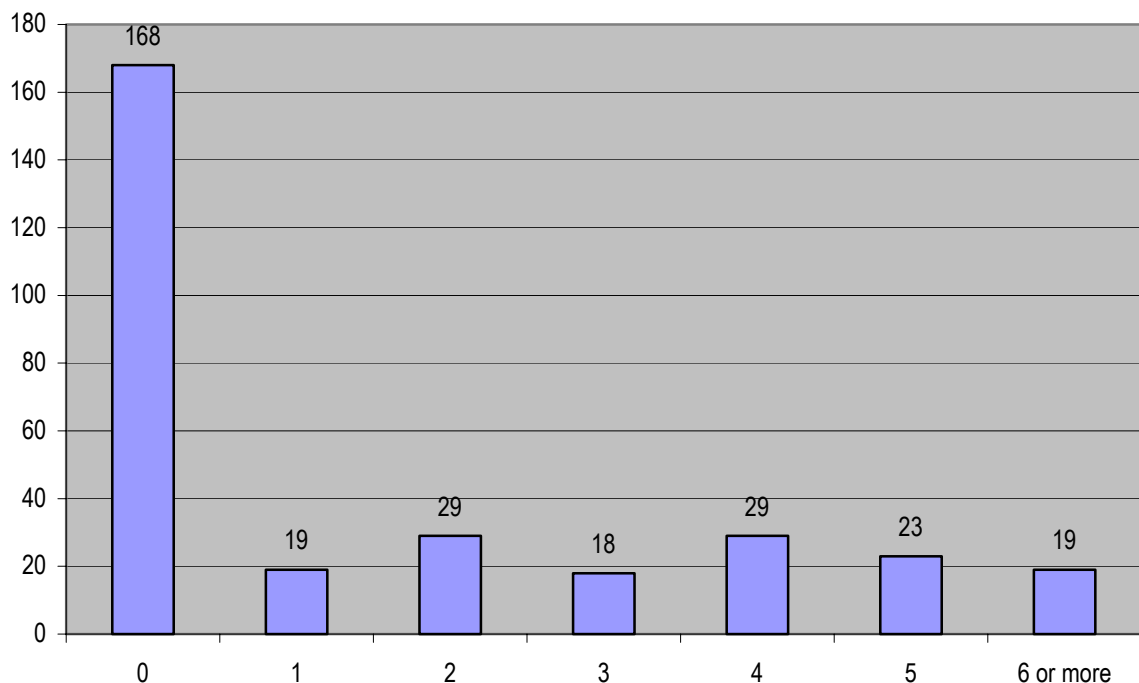
The Survey also asked if **arts teachers are "... members of decision-making teams."** On average, 47% of all schools said they include arts teachers at the "Building-level" in decision-making. This figure is higher for Private Schools, at 65%.

## Professional Development

When asked, **"How many days of professional development are scheduled for arts specialists during FY01?"**

One- hundred sixty-eight of the respondents (56%) said "None." Twenty-two percent (22%) scheduled one to three days of professional development each year, while 22% offered four or more days. Once again, the Survey data shows Private Schools lagged behind their counterparts, responding that 72% provided no professional development days at all during FY01.

### Scheduled Professional Development Days for Arts Specialists



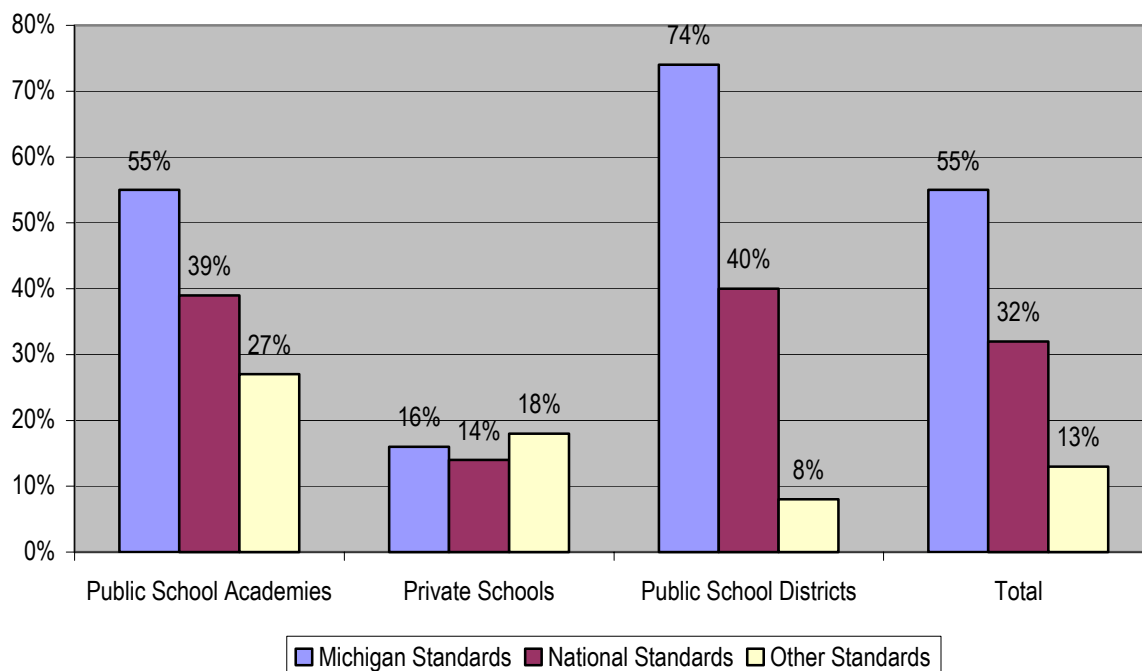
The Survey also asked the following open-ended question: **"Over the past two years, list what professional development opportunities arts education supervisors or teachers have participated in."** The Survey drew over 250 responses that show a fascinating existing variety of opportunities for professional development (see Appendix). Some of these include:

- Art association conferences
- Art teachers' field trips to The Art Institute of Chicago
- College classes and workshops
- Conferences hosted by Edison Schools in New York City
- Michigan Art Education Association conference
- National Choir Directors conferences
- Percussive Arts Society convention
- Regional Middle School Theater Arts conferences
- Summer institute on culture at Michigan State University

## Curriculum

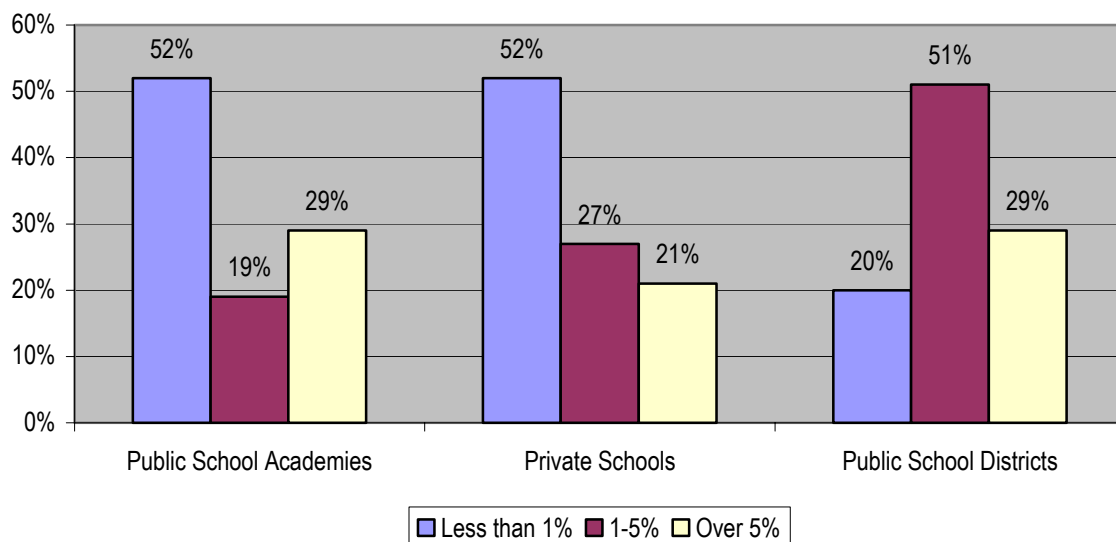
The Survey explored a number of curriculum-related questions. Districts/Schools were asked if their curricula were based on any **arts education standards**. Respondents said that 54% of them used the Michigan Department of Education's Arts Education Content Standards, 31% used National Standards, and 14% used "Other Standards" (e.g. Hirsch Core Knowledge, District Standards and Diocesan Curriculum). As would be expected, Public School Districts were much more likely to use MDE standards (74%) than Private Schools (16%) and Public School Academies (55%), while Public School Academies were the most likely to employ a range of "Other Standards" (27%).

**Curriculum Standards Used**  
(PS Academies n=30; Private n=89; PS Districts n=177; Total n=296)

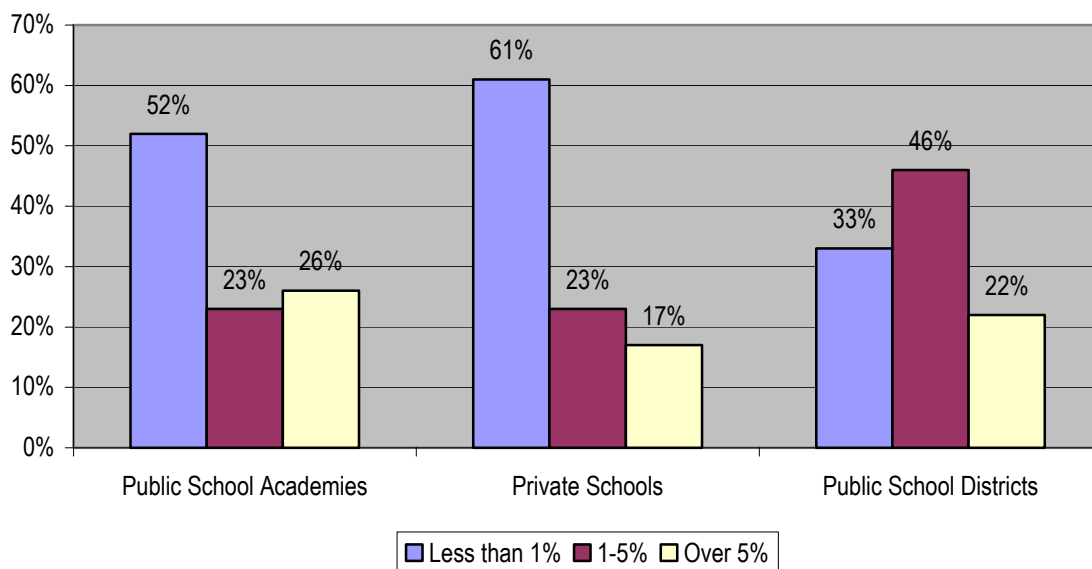


Regarding **the percent of the week elementary students are taught particular arts disciplines by specialists**, the Survey found that just as Public School Districts are more likely to have certified specialists on staff, they also have a higher percentage of class time taught by music and visual art specialists each week.

**Percent of Week Elementary School Students are Taught Music by a Music Specialist**

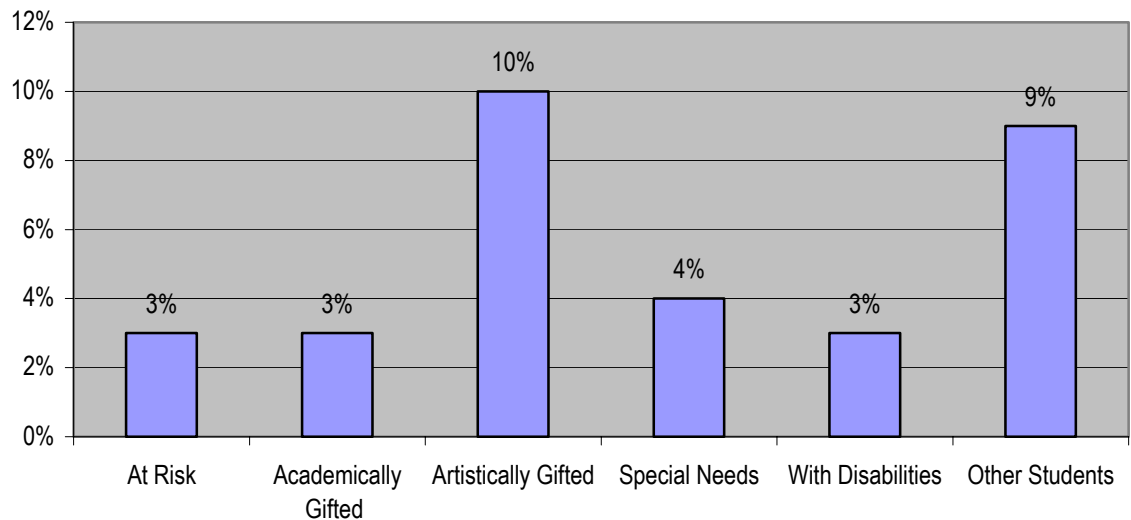


**Percent of Week Elementary School Students are Taught Visual Art by a Visual Art Specialist**



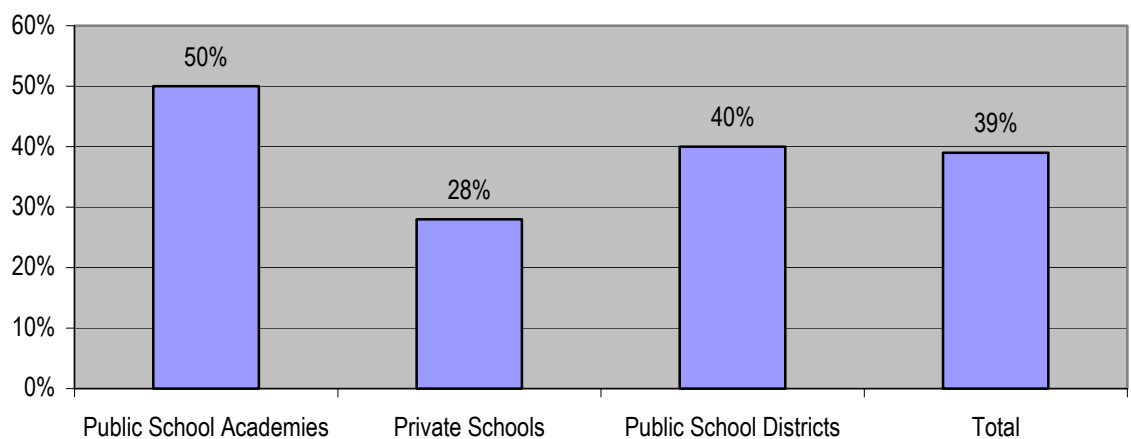
When asked about offering **"separate arts programs"** for different types of students, the Survey found that these offerings are scarce. The exception to this was in the case of "Artistically Gifted Students," and even here only 10% of all districts/schools responding have a separate arts program option available. Very few separate program offerings exist for "At-Risk," "Academically Gifted," "Special Needs," or "Students with Disabilities".

## Separate Programs for Special Needs and Gifted Students



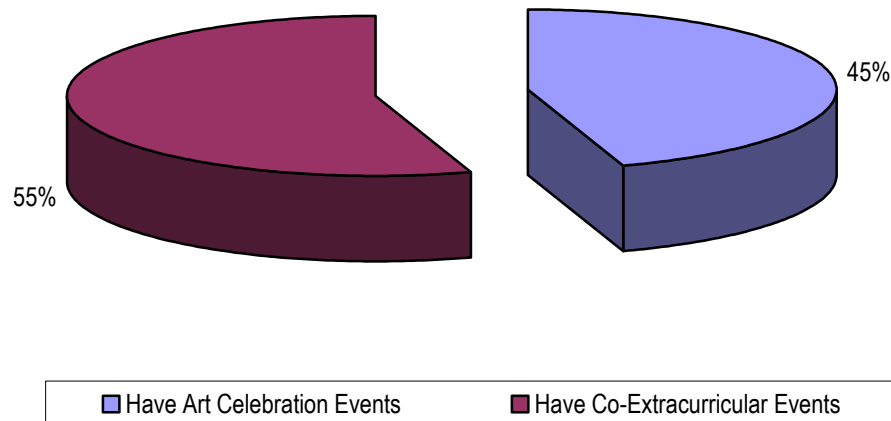
Public School Academies are more likely to have an **"Arts Requirement for High School Graduation,"** with 50% reporting the existence of such a requirement. Forty percent (40%) of Public School Districts report having this requirement, along with 28% of Private Schools. These figures match very favorably with the national average of 39% reported in 1994 by the U.S. Department of Education's National Center for Education Statistics.

## Arts Requirements for Graduation (PS Academies n=18; Private n=46; PS Districts n=169; Total n=233)



As far as what **types of events are offered at schools, and any anticipated rates of change**, at 55% the majority of all schools report hosting something along the lines of a "District-Wide Annual Event(s) to Celebrate Arts Education Programs in Your Community." Forty-five percent (45%) said they also offer "Co-Extracurricular Experience in the Arts."

## Special Arts Events



Perhaps more important than the statistics for these last two questions are the wide range of descriptive answers schools provided, showing a rich variety of arts and cultural events taking place throughout the state of Michigan. The following is a small sampling:

- Arts open houses
- Annual fine arts festivals and art fairs (Visual and Performing Arts)
- Art shows in local malls
- Christmas concerts
- Martin Luther King, Jr. programs
- After school programs (including music lessons by parents and local symphony orchestra members)
- Play productions
- Art in public places
- Collaborations with local arts councils
- Artist in residence
- Field trips
- Community art projects with local businesses

Schools also offered an equally instructive long list of **"...the most frequent arts-related field trip destinations...."** Throughout the state, students have direct experiences with the arts through attendance at art museums, symphony orchestra performances, dance recitals, live theater productions, festivals, and artists' studio tours.

Here are just a few of the over 400 venues respondents listed for field trips:

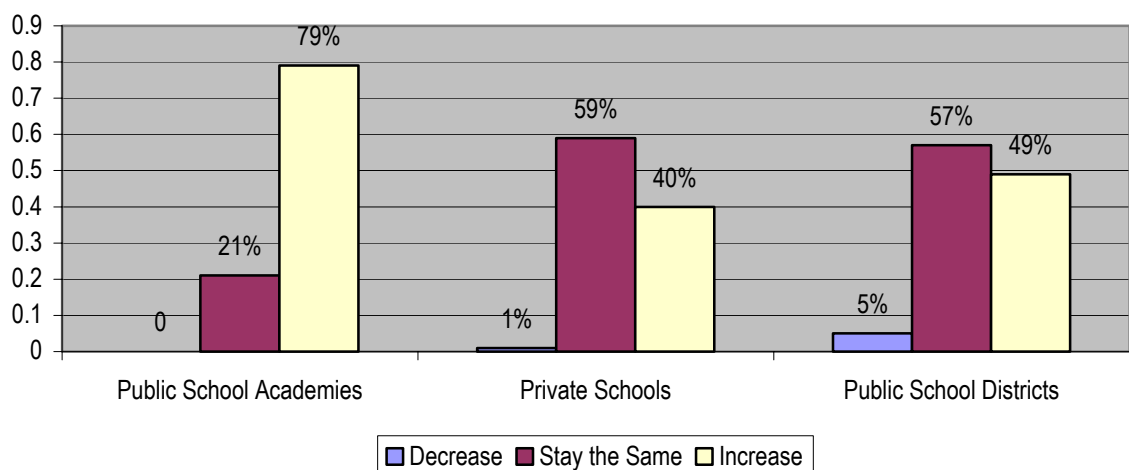
- Alpena Art Gallery
- Art Fair, Jackson
- Battle Creek Art Museum
- Bonifas Art Center, Escanaba
- Carnegie Hall, New York City
- Art Institute of Chicago
- Croswell Opera House, Adrian
- Detroit Institute of Arts
- Michigan Opera Theatre
- Flint Art Institute
- Frauenthal Center, Muskegon
- Grand Rapids Symphony & Museums
- Krasl Art Center, St. Joseph
- Marquis Theater, Northville
- Old Town Playhouse, Traverse City
- Saginaw Civic Center for Youth Drama and Symphony
- Stratford, Ontario
- Venice, Italy

Schools/Districts were asked: **"Do you anticipate an increase or decrease in your arts education program in the next 1-3 years?"** It is heartening to note that the Survey shows a strong positive trend among schools to hold-the-line (57%) or even increase (49%) their arts education offerings in the next 1-3 years even during financially difficult times when cuts are happening in many arenas. Surprisingly, 79% of Public School Academies responded that they plan to increase their arts education offerings. The figures show that respondents have a strong commitment to the value of arts education in the schools. The open-ended responses given as explanations for increases run the full gamut and include:

- Increased interest in the arts by students
- Addition of new facilities for the arts (e.g. practice rooms, auditoriums, etc.)
- Introduction of a new fine arts curriculum
- Overwhelming positive response to arts and music programs
- Growing interest in secondary electives

Only 3% of all respondents expect to decrease arts education offerings over the same period. The few schools/districts that are planning upcoming decreases usually cited "lack of funding" as the main reason. One respondent noted the following: "rural schools such as ours barely make it. Emphasis on accreditation and MEAP testing, ACT/SAT scores etc. force us to place any new initiatives in those areas, not the arts."

## Anticipated Change in Arts Education Programs

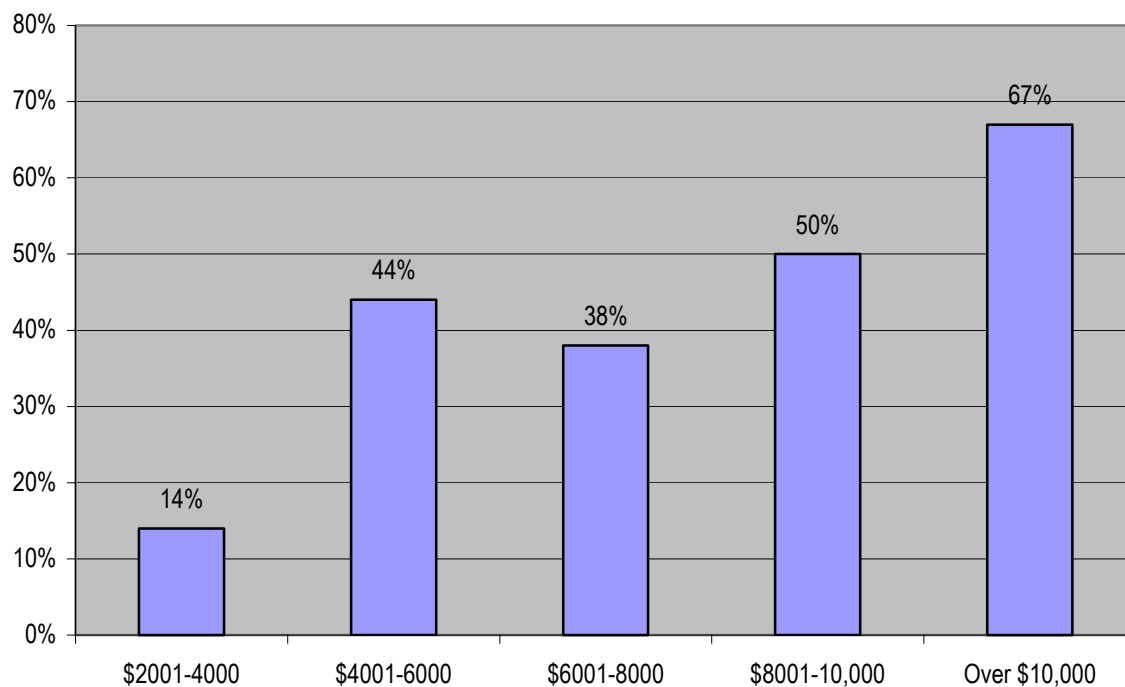




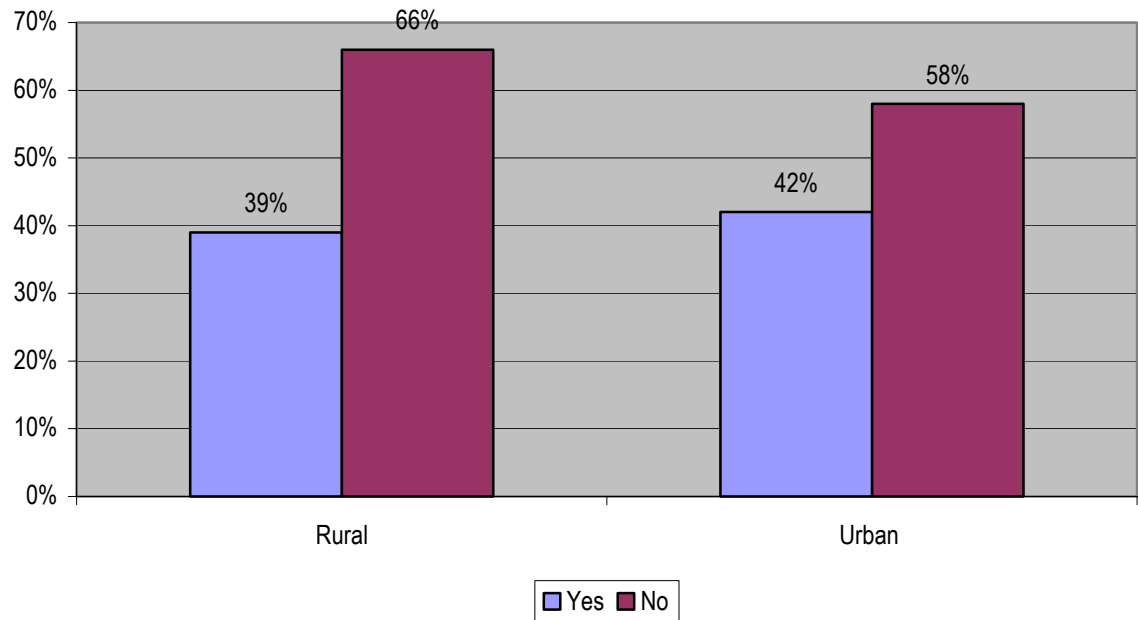
## Correlations

Does a relationship exist between Total Per Pupil Allocations (TPPA), geography, and/or size of school/district with the presence of an arts requirement for graduation? The Survey found that on the whole, the larger the school/district enrollment, and the higher its TPPA, the more likely that school/district will have an arts requirement for graduation. This fact is independent of whether the school is urban or rural (see graphs).

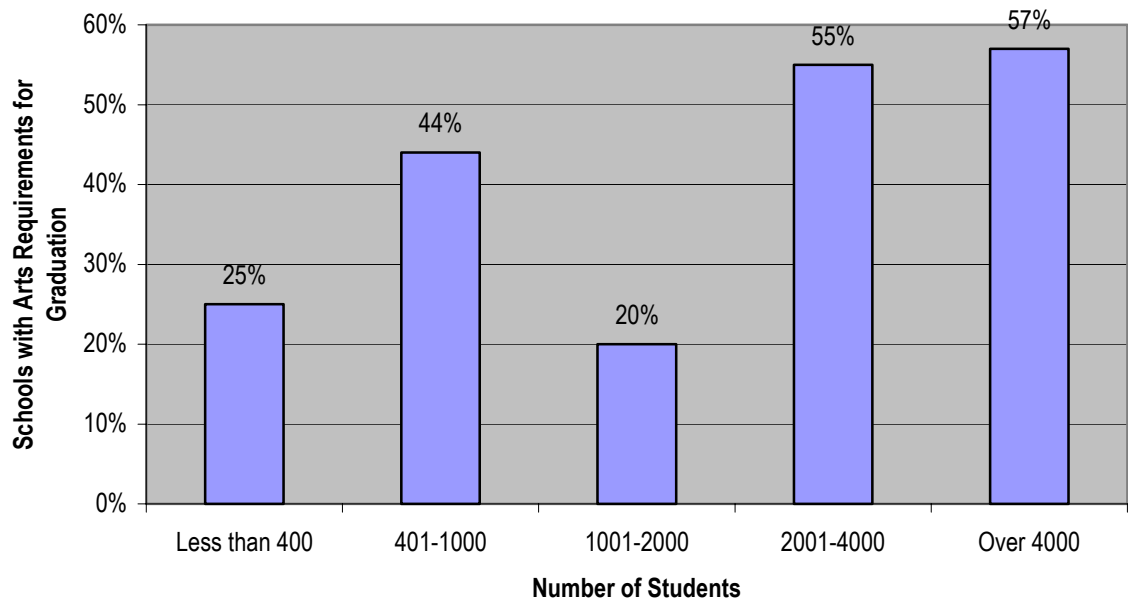
**Arts Requirement by Total Allocation Per Student**



### Arts Requirement by Rural and Urban Areas



### Arts Requirement by Size of Student Enrollment



## Arts Educators' Survey

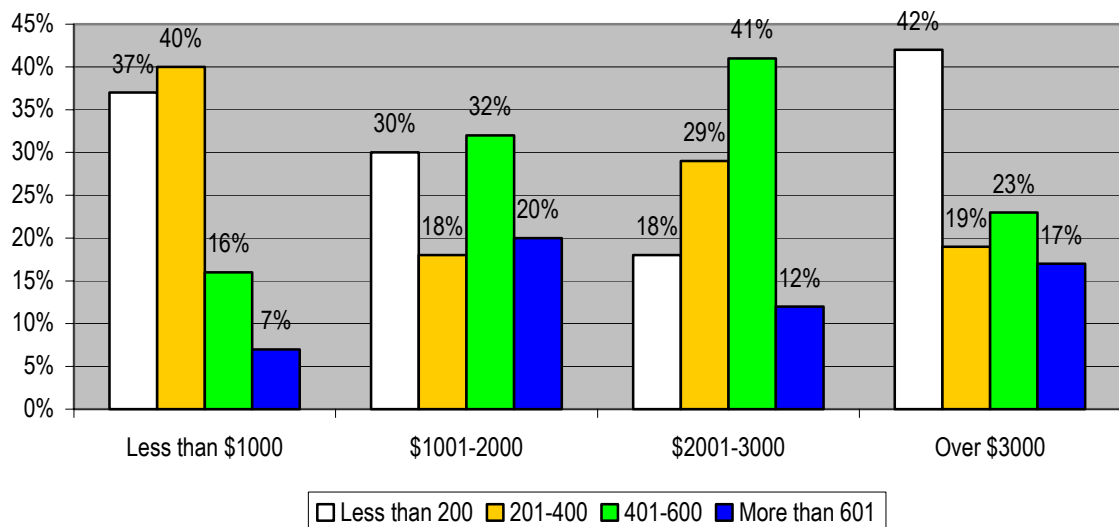
A follow-up survey administered to Arts Educators elicited 157 responses (representing 17% of the 900 survey forms distributed). The profile of these respondents was primarily:

- Public School Arts Educators (94%)
- Full-Time (91%)
- Certified (90%)
- Teachers of either Visual Arts (58%) or Music (29%)

The grade levels represented in the follow-up were fairly evenly split: 43% Elementary, 41% Junior High/Middle School, and 54% High School. Eighty-five percent (85%) of these arts educators were **not involved in filling out the original comprehensive arts education survey**, yet a majority (53%) stated that they were "... **part of the building/district-level decision making team.**" This suggests that it was appropriate to primarily contact administrators on both the district and school levels for information during the large survey, and that in future surveys additional effort must be expended in order to reach arts educators directly during the data-gathering phase.

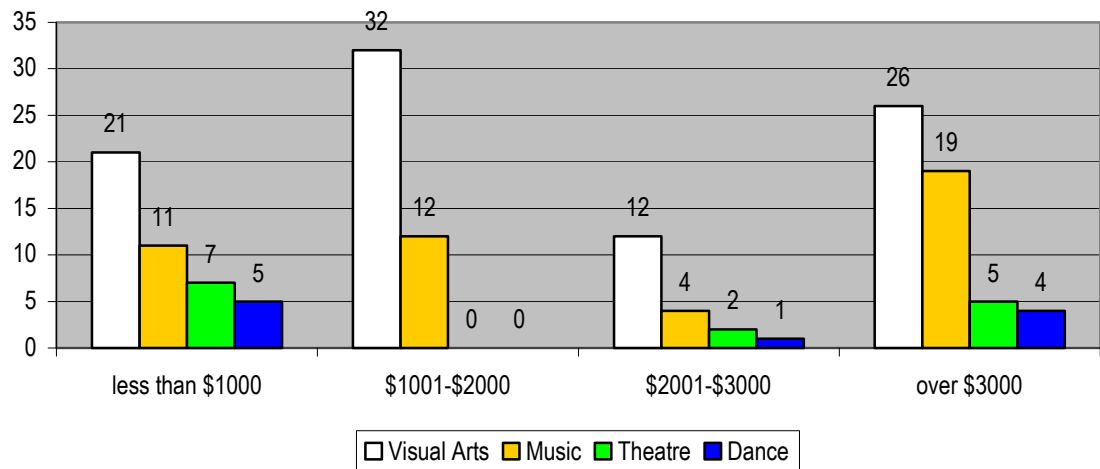
In terms of **annual classroom budget per school year**, 34% of these arts educators have access to a budget under \$1,000, while 35% have \$1,001 to \$2,000, and 31% can use \$2,001 or more. It is interesting to note that these arts educators report virtually no correlation between budget and numbers of students taught.

**Classroom Budget Compared to Number of Students Per Year**



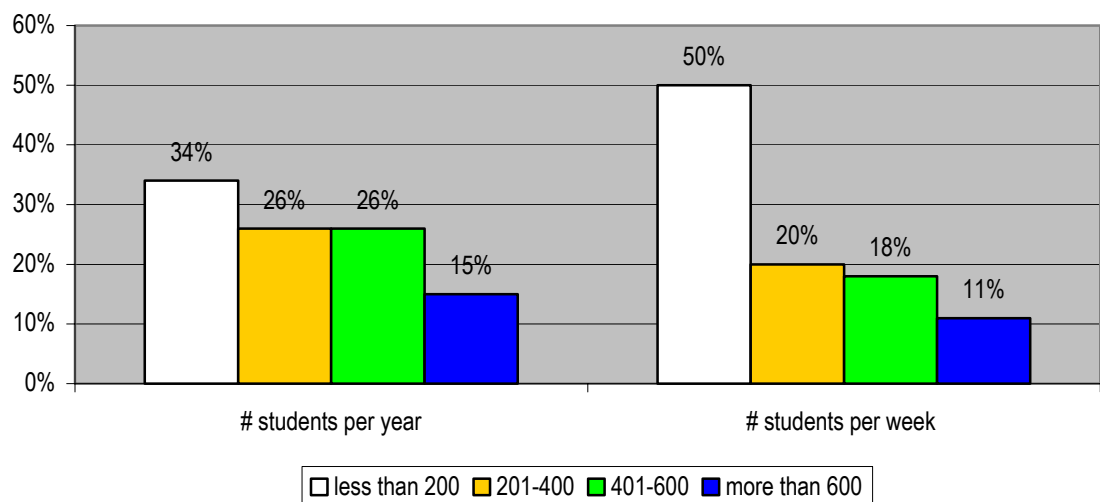
However, we do find a predictable correlation in budgets when we break them down by discipline, with Visual Arts receiving the highest budgets followed by Music, then Drama/Theatre, and finally Dance.

**Classroom Budget to Arts Discipline**



The Survey also inquired **how many students arts educators taught per school year**. Thirty-four percent (34%) reported teaching up to 200 students, 26% reported teaching between 201 and 400, 26% between 401 and 600, and 15% reported teaching over 600 students. The survey also asked **how many students arts educators taught in a typical week**. Fifty percent (50%) reported teaching up to 200, 20% - 201 to 400, 18% - 401 to 600, and 11% of educators reported teaching over 600 students in a week. This would indicate that many arts educators are responsible for reaching a very large number of students on both a weekly and annual basis.

**Comparison of Students Taught Annually and Weekly**



When asked about **professional development opportunities available during the school year**, arts educators gave varied responses ranging from "little" or "no opportunities" to as many as "every two weeks." When listing in-service and professional development opportunities, respondents clearly stated that the majority of these offerings are outside of the arts and usually are related to the core curriculum areas. One typical response was: "Our in-services are focused exclusively on classroom subject benchmarks and standards revolving around the MEAP." Some of the arts-related opportunities listed include:

- Speakers
- Workshops (Choreography, Music, Visual Arts, etc.)
- Master classes by visiting artists
- Attendance at Michigan Art Education Association conference
- Observation of other professionals at their schools
- Monthly seminars at the Detroit Institute of Arts
- Local meetings where arts educators share information

The last question in the survey was: **"Other than funding, what resources and materials will you need in the future to improve the quality and kinds of arts instruction in your school/district?"** All but six of the respondents answered this question. Only five of those who answered responded that their current resources and materials were "adequate." On the whole, this group of arts educators gave a list of major needs that closely mirrors the list given by respondents to the larger survey. The most frequently cited needs by these arts educators were:

- Materials and supplies
- Computer technology and technical support
- Adequate facilities
- Curricular support
- Professional development
- Sufficient scheduling time
- More teachers
- More money

The list of needed "Materials and Supplies" was quite lengthy and included items such as a kiln, large sinks, art tables, books, paints and brushes, musical instruments, slides and slide projectors and videotapes. Interestingly, these arts educators still insisted on listing "money" as a need even though the survey question specifically stated "Other than funding...." These respondents also felt a strong need to single out Computer Technology and Technical Support as a specific area that needs attention.

## The Future

The arts are alive in Michigan schools. The Survey has answered a number of questions. The following can all be gleaned from the data gathered:

- A rich and varied range of arts activities is currently taking place, both in-school and with community partners, in Michigan schools of every type, size and location.
- Districts/schools, administrators, and teachers are remarkably resourceful in pursuing varied sources of support for arts education.
- A clear and present need exists for Adequate and Additional Facilities, Increased Materials and Supplies and Increased Scheduling Time for arts education activities.
- Room exists for the adoption of policies on all aspects of arts education in many more districts/schools throughout the state.
- A need to increase certification of arts specialists in the disciplines of Music and Visual Arts exists.
- There is little opportunity for students to learn about the disciplines of Dance and Drama/Theatre.
- The resources of Public School Districts and Public School Academies noticeably exceed their Private School counterparts.
- Many schools lack separate arts programs for students with disabilities, at-risk students, students with special needs, and even lack programs for artistically gifted students.
- Statewide, rural and urban schools have parity in arts education efforts, but schools that have large enrollments and higher TPPA's—no matter the geographic location—maintain an advantage over smaller schools.
- Many schools display an overwhelming desire to hold-the-line or increase arts education offerings; schools cite a lack of finances as the major impediment to this goal.

This report provides a starting point for examining the broad state of arts education in Michigan—a springboard for conversation, debate, planning, and implementation for change. The survey answers many questions, while those left unanswered hold the potential for further investigation (e.g. "What is the correlation between the presence of policies and the quality of arts education?" and "How can we improve data on arts education to make it more accessible and consistent?"). In the interim, we hope the survey will be a valuable tool to the many people—business leaders, policy makers, administrators, teachers, artists, parents, students, community leaders—interested in the schools, our young people, and the important role the arts play in our lives.

## METHODOLOGY

ArtServe Michigan contracted with Western Michigan University's Kercher Center for Social Research (KCSR) in late 2000 to help conduct a survey to gauge "the state of arts education in Michigan schools"—the first comprehensive survey since 1989. The survey instrument—created by ArtServe Michigan, the Michigan Department of Education, Michigan Council for Arts and Cultural Affairs and KCSR—was refined during a pretest of thirteen schools and districts during January 2001 (see Appendix for copy of actual Survey).

The following March 2001, ArtServe mailed approximately 1600 surveys to schools and districts whose addresses were provided by the Michigan Department of Education, with follow-up calls conducted in April and tracked by KCSR's Computer Assisted Telephone Interviewing software.

One important discovery by KCSR was the difficulty of identifying and finding the person who is the school or district's representative on arts education matters. Frequently the person designated by the contact list to receive the survey was not the person best able to complete it. It was not unusual to have to make several phone calls involving multiple transfers in order to locate the right person, and then about half claimed they had never seen the survey. Every effort was made to increase the response rate by providing new surveys to schools and districts that indicated they had not received one, and by having the State Superintendent of Public Instruction send a fax to all public school districts requesting they complete the survey and return it to KCSR.

In the end, of the 1600 surveys mailed, KCSR received a total of 316 surveys, 308 of which make up the valid cases used in the final sample (see NOTE). This represents a very respectable response rate of 20%. Equally important, the total student enrollment of the respondents was 841,887 (taken from enrollment figures on the Michigan Department of Education website), which represents 40% of the approximately 1.8 million school children in Michigan.

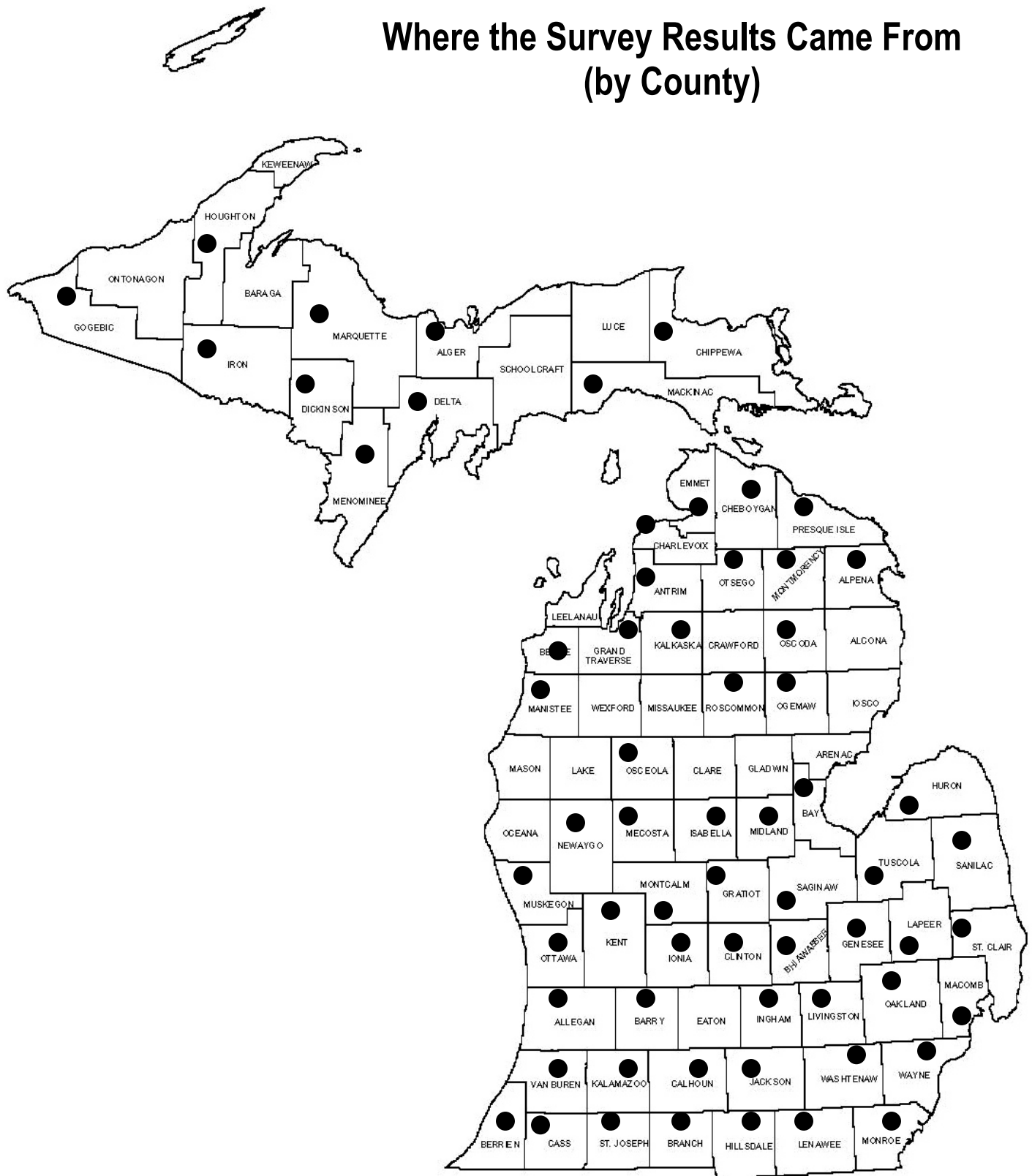
A follow-up "Arts Educators' Survey" was then administered in December 2001/January 2002. This short survey consisted of eleven questions and was distributed by mail to 900 individuals, and was also available for downloading on several arts education association websites. KCSR received a total of 157 returned surveys for a response rate of 17%.

KCSR compiled the data, created text tables and preliminary data analysis based on key indicators identified by ArtServe Michigan, the Michigan Department of Education and Michigan Council for Arts and Cultural Affairs. These original tables, as well as frequency distributions for every item in the survey, and sorted lists of the responses to open-ended items (edited for readability only) are available from ArtServe Michigan.

*NOTE: The eight excluded cases are those respondents who did not provide numbers of students. For twelve respondents from private schools who reported total numbers of students but not breakouts, the total was divided equally among the reported grades. In the initial responses, 15% of the respondents did not provide numbers of students; these were gathered after the surveys were returned either from web page posting or follow-up calls.*

*The number of "combined schools" found in the graph in the report is a category added in the analysis stage as a category for schools that are K-8, K-12, 7-12.*

## Where the Survey Results Came From (by County)





## Appendix A

### GLOSSARY OF TERMS

**ACT** – The American College Testing Assessment is an achievement-based, curriculum-referenced exam designed to measure high school students' general educational development (i.e., what they've learned in school) and their ability to complete college-level work.

**Accreditation** – The State Board of Education accredits schools when they have met a series of standards set by the state. The standards include (1) compliance with specific state laws regarding processes for high student achievement, (2) demonstration of high student achievement as measured by the MEAP, and (3) demonstration that other standards have been met.

**Arts Magnet Schools** – Magnet schools are schools of choice centered on a specific theme. Students apply for admission and must meet certain criteria.

**Arts Specialists** – Fully qualified teachers of the arts.

**Arts Teacher** – General education teachers and others who teach the arts, but do not hold arts credentials.

**Charter Schools focused on the arts** – Schools dedicated to the arts, but not designated as arts magnets.

**Framework and Standards** – The visual and performing arts framework for Michigan Public Schools published by the Michigan Department of Education sets out guidelines on education within the four arts disciplines.

**Gifted-Talented** – Show a certain level of talent, gifted based upon intellectual level of ability.

**K-12 Enrollment** – This is the number of pupils in the school district or attending an individual school in grades K-12. It includes alternative and special education pupils, but does not include adult education participants.

**Integrated Arts Education and Interdisciplinary Arts Education** – Integrated arts education is the practice of introducing the arts into another discipline. Interdisciplinary arts education combines arts with a number of other disciplines.

**MEAP** - The Michigan Educational Assessment Program (MEAP) was designed for the purpose of determining what students know and what students are able to do, as compared to these standards, at key checkpoints during their academic career.

**Open Response Questions** – Questions that invite the respondent to use their own words without choices. Closed response questions offer a number of alternative answers.

**Rural** – Relating to the country, country people or life, or agriculture.

**SAT** – Scholastic Aptitude Test measures verbal reasoning, critical reading, and math problem solving skills. It tells students how well they use the skills and knowledge they have learned so far, both in and out of school.

**School Improvement Funds** – Categorical funds allocated directly to the schools to implement School Improvement Plans.

**Sequential Education or Sequential Curriculum** – Progressive education, building from one level of understanding or experience to the next.

**Title Funds** – Categorical funds allocated for specific purposes, (i.e., Title I funds for low-achieving students).

**Total Per Pupil Allocations** – This is the total amount of funds per pupil received by the school for use in general school operations and school food operations.

**Urban** – Relating to, characteristic of, or constituting a city.

## Appendix B

### PRIVATE, INDEPENDENT & PAROCHIAL SCHOOLS

Ada Christian School  
 Ann Arbor Christian School  
 Archdiocese of Detroit  
 Barry County Christian School  
 Battle Creek Academy  
 Battle Creek Christian School  
 Bay Area Catholic Schools  
 Beaverdam Christian School  
 Bishop Foley Catholic High School  
 Brookview School  
 Brother Rice High School  
 Cedar Crest Academy  
 Christ Lutheran Church  
 Christ the Good Shepherd Elementary School  
 Cornerstone Academy  
 Cornerstone Schools Association  
 Covenant Christian School  
 Creston-Mayfield Christian School  
 De La Salle  
 Detroit Country Day School  
 Diocese of Grand Rapids  
 Diocese of Kalamazoo, St. Joseph Catholic School  
 Diocese of Kalamazoo, St. Basil Catholic School  
 Diocese of Lansing  
 Fremont Christian School  
 Genesee Christian School  
 Grand Rapids Junior Academy  
 Greater Lansing Islamic School  
 Grosse Pointe Christian School  
 Harbor Beach  
 Hartland  
 Holland Christian  
 Howell Nazarene Christian School  
 Hudsonville Christian  
 Immaculate Conception Ukrainian Catholic  
 Immaculate Heart of Mary - St. Casimir  
 Immanuel Lutheran (2)  
 Interlochen Center for the Arts  
 Kalamazoo Academy  
 Kingsbury School  
 LCMS

Lake Area Christian School  
 Lakewood Christian School  
 Lamont Christian School  
 Lansing Christian School  
 The Leelanau School  
 McBaine Northern Michigan Christian  
 Michigan Lutheran Seminary  
 Moreau Center High School  
 Mt. Calvary Lutheran School  
 Mt. Pleasant  
 Niles SDA School  
 North Hills Classical Academy  
 North State Academy  
 Ogemaw Hills Christian  
 Our Lady of Peace  
 Oxford Christian Academy  
 Rudolf Steiner School of Ann Arbor  
 Saint John Lutheran  
 Spiritus Sanctus Academy, III  
 Sts. Peter and Paul School  
 St. Charles School  
 St. Cyprian  
 St. Isaac Jogues School  
 St. Patrick School  
 St. Paul Lutheran School  
 St. Peter Lutheran  
 St. Theresa Catholic School  
 St. Alphonsus School  
 St. John Elementary School  
 St. John School  
 St. Joseph Academy  
 St. Joseph School - Diocese of Grand Rapids  
 St. Mary Catholic School, Paw Paw School District  
 St. Mary Star of the Sea school  
 St. Paul Catholic School  
 St. Rose of Lima Catholic School  
 St. Valentine School  
 Traverse City Christian School  
 Trinity Lutheran School (4)  
 University Liggett School  
 Valley Christian Academy  
 Wayne/Westland St. Joseph School  
 West Catholic High School

## **Appendix C**

### **PUBLIC SCHOOL ACADEMIES**

AGBU Alex & Marie Manoogian School  
Aisha Shule/W.E.B. DuBois Preparatory Academy  
Ann Arbor Learning Community Charter  
Benito Juarez Academy  
Benjamin Carson Academy  
Canton Charter Academy  
Chandler Park Academy  
Cherry Hill School of Performing Arts  
Concord Academy  
Concord Academy -Boyne  
Creative Learning Academy  
Discovery Elementary  
Edison Charter Schools  
Edison Oakland Public School Academy  
HEART Academy  
Honey Creek Community School  
Knapp Charter Academy  
Leona Group  
Livingston Developmental Academy  
Metro Charter Academy  
Michigan Health Academy  
Morey  
Mosaica Academy of Saginaw  
Newland Arts Academy  
North Star Academy  
Plymouth Educational Center  
Ridge Park Charter Academy  
Sault Ste. Marie JKL Bahwetng Academy  
Summit Academy  
The DaVinci Institute  
Tri-Valley Academy  
Walton Charter Academy  
West Michigan Academy of Arts and Academics

## Appendix D

### PUBLIC SCHOOL DISTRICTS

Adams Township School District	Dearborn Public Schools
Akron-Fairgrove School District	Delton-Kellogg Schools
Albion Public Schools	Detroit Public Schools
Allen Park Public Schools	Dewitt Public Schools
Allendale Public Schools	Dowagiac Union Schools
Alpena Public Schools	Dryden Community Schools
Ann Arbor Public Schools	East Grand Rapids Public Schools
Arenac Eastern School District	Elk Rapids Public Schools
Ashley Community Schools	Ewart Public Schools
Atherton Community Schools	Farmington Public Schools
Auburn Hills - Avondale School District	Flushing Community Schools
Bangor Public School	Forest Hills Public Schools
Bark River-Harris Schools	Fowler Public Schools
Bath Community School District	Frankenmuth School District
Battle Creek School District	Frankfort - Elberta Area Schools
Bay City Public Schools	Fraser Public Schools
Bear Lake Schools	Garden City Public Schools
Beaverton Rural Schools	Gaylord Community Schools
Bellaire Public Schools	Gladstone Area Schools
Berkley School District	Grand Blanc Community Schools
Berrien Springs Public Schools	Grand Rapids Public Schools
Big Rapids Public Schools	Grant Public Schools
Birmingham Public School District	Grass Lake Community Schools
Bloomfield Hills Public Schools	Grosse Pointe Public Schools
Brandon School District	Hancock Public Schools
Breckenridge Community Schools	Hanover-Horton Schools
Breitung Township School District	Harbor Springs Public Schools
Bridgman Public School District	Harper Creek Community Schools
Britton-Macon Area Schools	Hemlock Public Schools
Bullock Creek School District	Holland Public Schools
Carson City - Crystal Schools	Homer Community Schools
Cass City Public Schools	Hudson Area Schools
Central Lake Public Schools	Huron School District
Chassell Township Schools	Huron Valley Schools
Chesaning Union Schools	Ida Public Schools
Chippewa Hills School District	Imlay City Community Schools
City of Pontiac School District	Iron Mountain School District
Clarenceville School District	Ironwood Area Schools
Clinton Community Schools	Kaleva Norman Dickson School District
Coloma Community Schools	Kalamazoo Public Schools
Comstock Park Public Schools	Kelloggsville Public Schools
Comstock Public School Public Schools	Kentwood Public Schools
Coopersville Public Schools	Kingsley Area Schools
Crestwood School District	Kingston Community Schools
Croswell-Lexington Schools	Lakeview Community Schools
Dearborn Heights School District #7	Lakeville School District
	Lakewood Public Schools

## PUBLIC SCHOOL DISTRICTS Continued

Lapeer Community Schools  
Lawton Community Schools  
Les Cheneaux Community Schools  
Leslie Public Schools  
Linden Community Schools  
Livonia Public Schools  
Lowell Area Schools  
Mackinac Island Public Schools  
Marlette Community Schools  
Marquette Public Schools  
Mason Consolidated Schools  
Mason County Eastern Schools  
Mason Public Schools  
Mattawan Consolidated School  
Mayville Community Schools  
Melvindale - Northern Allen Park  
Schools  
Mid Peninsula School District  
Midland Public Schools  
Mona Shores Public Schools  
Monroe Public Schools  
Morenci Public Schools  
Mount Clemens Community School  
District  
Muskegon Public Schools  
Napoleon Community Schools  
Newaygo Public Schools  
Niles Community Schools  
North Adams-Jerome Public Schools  
North Central Area Schools  
North Dickinson County Schools  
North Muskegon Public School  
Northport Public Schools  
Northview Public Schools  
Northville Public Schools  
Norway-Vulcan Area Schools  
Oakridge Public Schools  
Olivet Community Schools  
Onaway Area Community Schools  
Onkama Consolidated Schools  
Oscoda Area Schools  
Palo Community Schools  
Parchment School District  
Paw Paw Public Schools

Peck Community Schools  
Pellston Public Schools  
Plymouth-Canton Community Schools  
Pottersville Public Schools  
Powell Township School District  
Reading Community Schools  
Redford Union School District No. 1  
Royal Oak Public Schools  
Rudyard Area Schools  
Saginaw Township Community Schools  
Sandusky Community Schools  
Saugatuck Public Schools  
South Haven Public Schools  
South Lake Schools  
South Lyon Community Schools  
Southfield Public Schools  
Southgate Community School District  
St Ignace Area Schools  
St Joseph Public Schools  
Stanton Township Public Schools  
Stephenson Area Public Schools  
Sturgis Public Schools  
Swan Valley School District  
Tahquamenon Area Schools  
Tawas Area Schools  
Taylor School District  
Tecumseh Public Schools  
Three Rivers Community Schools  
Trenton Public Schools  
Troy School District  
Utica Community Schools – Sterling Heights  
Van Buren Public Schools  
Vanderbilt Area Schools  
Warren Consolidated Schools  
Warren Woods Public Schools  
Watervliet Public Schools  
Webberville Community Schools  
White Pigeon Community Schools  
Whitmore Lake Public Schools  
Whittemore- Prescott Area Schools  
Wolverine Community Schools  
Wyoming Public Schools  
Ypsilanti Public Schools

**THE STATE OF ARTS EDUCATION GRADES K-12  
SURVEY**

***Please return the survey and any attached materials by April 13, 2001.***

Mail survey back in the enclosed envelope. If no envelope is available, mail to:

Dr. David Hartmann  
Kercher Center for Social Research  
Western Michigan University  
1903 West Michigan Avenue  
Kalamazoo, MI 49008

District Name \_\_\_\_\_

☐ Charter      ☐ Private/Independent      ☐ Public

District Code \_\_\_\_\_

Respondent's Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Email \_\_\_\_\_

District's Website address \_\_\_\_\_

Number of schools in the district:      \_\_\_\_\_Elementary      \_\_\_\_\_Middle/Junior High  
\_\_\_\_\_High School

Number of students in the district:      \_\_\_\_\_Elementary      \_\_\_\_\_Middle/Junior High  
\_\_\_\_\_High School

What was your district's total allocation per pupil for FY99-00? \$ \_\_\_\_\_

What amount (\$) of this was allocated by the state? \$ \_\_\_\_\_

The use of the word **ARTS** in this survey refers to **dance, drama/theatre, music, and visual arts**. This survey is designed to determine the type of arts programming provided during the regular school day in your district. ***Therefore, programs that are extracurricular should not be included in this survey unless specifically requested.***

---

**A. POLICY/ADMINISTRATION**

1. Does your district have a written board approved policy or statement on arts education?

☐ Yes      ☐ No  
If yes, please attach a copy.

**Arts Education Survey**

2. Does your district have a formal policy on amount of time dedicated to arts instruction at the elementary level?

☐ Yes      ☐ No

If yes, please attach a copy.

3. Does your district have a formal written policy to assure that all students during their years in formal education interact with cultural resources (museums, symphonies, theatres)?

☐ Yes      ☐ No

If yes, please attach that policy.

4. Do you have supervisor(s)/coordinator(s) for arts education in your district?

☐ Yes      ☐ No

b. How many positions? \_\_\_\_\_

c. Please provide the title for each position and the percentage of time spent in this supervisor/coordinator position.

	Title	% of time
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

5. Which of the following state resources does your district use for professional, technical and/or financial assistance for arts education (visual arts, music, drama/theatre, and dance)?

☐ ArtServe Michigan (ASM)

☐ ISD

☐ Michigan Council for Arts and Cultural Affairs (MCACA)

☐ Michigan arts education associations. Please specify \_\_\_\_\_

☐ Michigan Department of Education (MDE)

☐ Other: \_\_\_\_\_

6. Name the most frequent arts-related field trip destinations for your district.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Arts Education Survey

7. Other than funding, please select the three most critical needs in your district for arts education. (Number your top three priorities starting with 1 as most important).

☐ adequate/appropriate facilities  
☐ appropriate certified teachers  
☐ assessment  
☐ curriculum  
☐ flexibility in scheduling double periods  
☐ integration  
☐ materials and supplies  
☐ professional development/in-service for administrators  
☐ professional development/in-service for teachers  
☐ sufficient scheduling time  
☐ other: \_\_\_\_\_

## B. TEACHERS

8. What is the total number of FTE (full time equivalent) teachers in your district? \_\_\_\_\_
9. Please provide the number of FTE (full time equivalent) arts teachers in each of the following levels and arts disciplines:

Arts Discipline	Grades K-5		Grades 6-8		Grades 9-12	
	Total number	Number certified*	Total number	Number certified*	Total number	Number certified*
1. Dance						
2. Drama/Theatre						
3. Music						
4. Visual Art						

\*certified in the arts discipline they teach

10. Are arts teachers members of decision-making teams?

☐ at District-level   
 ☐ at Building-level   
 ☐ Unsure   
 ☐ No

11. When arts teachers meet do they meet (Check all that apply.)

☐ as a separate discipline?  
☐ as a multi-arts group?  
☐ in combined teacher meeting with non-art teachers?  
☐ weekly?  
☐ monthly?  
☐ once a semester?  
☐ annually?  
☐ not at all?



## C. PROFESSIONAL DEVELOPMENT

12. Is professional development in the arts offered for

- |                                |                              |                             |
|--------------------------------|------------------------------|-----------------------------|
| All teachers?                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Arts teacher?                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| District level administration? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Board members?                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Others?                        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

13. Who provided professional development in the arts in your district during FY99-00? Check as many as apply.

- ☐ artists
- ☐ arts education association(s). Specify \_\_\_\_\_
- ☐ arts teachers
- ☐ arts supervisors
- ☐ cultural institutions/organizations. Specify \_\_\_\_\_
- ☐ higher education professors
- ☐ intermediate school districts
- ☐ Michigan Department of Education personnel
- ☐ other: \_\_\_\_\_
- ☐ none

14. Over the past two years, list what professional development opportunities arts education supervisors or teachers have participated in.

a. Teachers: \_\_\_\_\_

b. Supervisors: \_\_\_\_\_

15. How many days of professional development are scheduled for arts specialists during FY01? \_\_\_\_\_

16. In which of the following ways are arts education teachers (visual arts, music, drama/theatre, and dance) supported so they may attend professional growth seminars, workshops, retreats and conferences? (Check as many as apply.)

- ☐ advancement on career ladder
- ☐ credit toward a salary increase
- ☐ paid substitutes
- ☐ registration fees
- ☐ released time
- ☐ room and board
- ☐ travel and per diem
- ☐ tuition reimbursement

## D. CURRICULUM

17. Does your district have written curricula in the following arts disciplines?

Arts Discipline	Do you have a written curriculum?		Is it standards based?	
	Yes	No	Yes	No
1.Dance				
2.Drama/theatre				
3.Music				
4.Visual Art				

18. If your curriculum is standards based, what arts education standards are used? (Check all that apply.)

- ☐ Michigan Department Education (MDE) Arts Education Content Standards  
☐ national standards  
☐ other specify \_\_\_\_\_

19. In order to get a picture of the type of classes offered in your district **during the regular school day**, we need to know what is available to students. Please check the classes listed below which have (or will be) offered within the two-year period between September 1999 and June 2001.

Elementary school Grades K-5 (Check box if offered):

	1999-2000	2000-2001	2001-2002
1. Dance			
2. Drama/Theatre			
3. General/Vocal Music			
4. Instrumental Music			
5. Visual Arts			

Arts Education Survey

20. Grades 6-8/Grades 9-12 (Check box if offered):

Type of Classes	Grades 6-8	Grades 9-12
1. Arts Exploratory class		
2. Introduction Art		
3. Studio Art (i.e. pottery, painting)		
4. General Music		
5. Orchestra		
6. Band		
7. Choir		
8. Dance (not aerobics)		
9. Drama/Theatre		
10. Acting		
11. Technical Theatre/design		
12. Humanities		
13. Other: film/video, photography, careers in the arts, creative writing, playwriting, design, graphics, technology, related arts, etc. Please list:		

21. What percentage of time do **elementary** students typically spend each week in arts instruction, taught by a specialist as well as the classroom teacher?

Please use this formula: time spent in arts instruction divided by time spent in instruction per week times 100 (Total Arts Time/Total School Time) x 100 = %

Arts Discipline	Arts Specialist (Certified)	Teacher (Non-certified in the Arts)	Regular Classroom Teacher
1. Dance	%	%	%
2. Drama/Theatre	%	%	%
3. Music	%	%	%
4. Visual Arts	%	%	%

Arts Education Survey

22. When computing GPA's for district purposes, are arts classes included?

☐ Yes      ☐ No

23. Do arts teachers have input into the placement of the following students in arts classes?

At-risk students	<input type="checkbox"/> Yes	<input type="checkbox"/> No
English Second Language (ESL) or Limited English Proficient (LEP)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Gifted students	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Special Education or Learning Disabled (LD)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Students with disabilities	<input type="checkbox"/> Yes	<input type="checkbox"/> No

24. Which of the following students have separate arts programs?

☐ at-risk  
☐ gifted: academic  
☐ gifted: artistic  
☐ special needs students  
☐ students with disabilities  
☐ others: \_\_\_\_\_

25. Does your district have an arts requirement for high school graduation?

(i.e. Carnegie Unit, hours, etc.)      ☐ Yes      ☐ No

26. What courses does your district require in the fine and performing arts?

Grades 6-8 \_\_\_\_\_

Grades 9-12 \_\_\_\_\_

27. How is student achievement in the arts measured in your classes? (Check as many as apply.)

☐ competition ratings (examples: national/statewide/regional competitions)  
☐ critiques  
☐ enrollment in accelerated classes  
☐ exit skills/outcomes  
☐ performance Portfolio  
☐ scholarships/awards  
☐ standardized test(s) (specify test) \_\_\_\_\_  
☐ teacher observations  
☐ other: \_\_\_\_\_

## E. BEST PRACTICES

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28. Does your district have an exemplary or innovative arts program currently in operation in any of the following levels?

Pre-school	<input type="checkbox"/> yes	<input type="checkbox"/> no
Elementary	<input type="checkbox"/> yes	<input type="checkbox"/> no
Middle School	<input type="checkbox"/> yes	<input type="checkbox"/> no
High School	<input type="checkbox"/> yes	<input type="checkbox"/> no

29. Please describe one or two of the arts programs in your district which you believe are exemplary. Attach additional sheets, if necessary.

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30. Do you have a district-wide annual event(s) to celebrate arts education programs in your community? Attach additional sheets, if necessary.

☐ Yes    ☐ No

If yes, please give a description.

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## F. CO/EXTRACURRICULAR

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31. Does your district have co/extracurricular experience in the arts? (i.e. partnerships with other cultural organizations, after-school programs).

☐ Yes    ☐ No

If yes, please give a description. Attach additional sheets, if necessary.

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# Arts Education Survey

32. If you have co/extra-curricular programs are they conducted by: (Check all that apply.)

- ☐ certified employee without a supplemental contract?  
☐ certified employee with a supplemental contract?  
☐ cultural institutions/community organizations?  
☐ non-certified, supplemental contract employee?  
☐ volunteers (PTA, Parents, Businesses, Stakeholders)?  
☐ others? Specify \_\_\_\_\_

33. Throughout a school year, how many (#) of the following does your district have?

	Art Exhibits	Theatre Perform.	Musical Perform.	Dance Perform.
Elementary (K-5)				
Middle/Junior (6-8)				
High School (9-12)				

34. What kinds of assistance do you receive in arts education from your Intermediate School District (ISD)?

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## G. OTHER:

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35. These questions refer to resources outside of the K-12 system in your community.

Resource	Located in Community		Contributes to arts education		Contributes how?	
	Yes	No	Yes	No	Money	In-Kind
Orchestra						
Band						
Chorus						
Theatre company						
Dance company						
Local arts council						
Arts Center						
University/College						
Libraries						
Parks and Recreation						
Other:						

**Arts Education Survey**

36. Do you anticipate an increase or decrease in your arts education program in the next 1-3 years?

☐ Increase   ☐ Decrease   ☐ Stay the same   (If you checked increase or decrease, please explain change):

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***Thank you for your time and input***

Questions about the survey form should be directed to Donna M. Edwards at ArtServe Michigan, telephone (248) 557-8288, ext. 13 or e-mail [education@artservemichigan.org](mailto:education@artservemichigan.org)

**Mail survey back in the enclosed envelope. If no envelope is available, mail to:**

**Dr. David Hartmann  
Kercher Center for Social Research  
Western Michigan University  
1903 West Michigan Avenue  
Kalamazoo, MI 49008**



*The State of Arts Education Grades K-12 survey is a joint project of ArtServe Michigan (ASM), the Michigan Department of Education (MDE) and the Michigan Council for Arts and Cultural Affairs (MCACA). Major funding support provided by General Motors and the Hudson-Webber Foundation. With additional funding support provided by MCACA.*



Alliance for Arts Education, Artists, Volunteers and Cultural Advocacy  
www.ArtServeMichigan.org

## The State of Arts Education Grades K-12 Survey

### Arts Educators' Survey

Name (Optional) \_\_\_\_\_

District \_\_\_\_\_

School \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_

Public ☐ Private ☐ Charter ☐ Independent ☐

Amount of your annual classroom budget per school year \_\_\_\_\_

Number of students you teach per school year \_\_\_\_\_

1. Please indicate your current status. (Check one)

Full-time ☐

Part-time ☐

Substitute ☐

Permanently

Assigned Substitute ☐

2. What grade(s) do you teach? (Check all that apply)

Elementary School ☐

Middle School ☐

High School ☐

3. What subject(s) do you teach? (Check all that apply)

Dance ☐

Music ☐

Theatre ☐

Visual arts ☐

- 4a. Are you certified in the subject(s) you are currently teach?

Yes ☐ No ☐

- 4b. If you answered both yes and no, please explain.

\_\_\_\_\_  
\_\_\_\_\_

5. Is your curriculum based on the standards?

Yes ☐ No ☐

If yes, which of the standards do you use? \_\_\_\_\_

6. How many students do you teach in a typical week? \_\_\_\_\_

7. Does your school/district have a written board approved policy or statement on arts education?

Yes ☐ No ☐

8. Are you part of the building/district-level decision making team?

Yes ☐ No ☐

*Note: Questions continue on reverse side.*



9a. How often do you have professional development opportunities available to you during the school year? \_\_\_\_\_

9b. What types of in-service or professional development opportunities are available \_\_\_\_\_

10. Were you involved in filling out the arts education survey sent to your school/district in March 2001? ☐ Yes ☐ No

If yes, explain \_\_\_\_\_

11. Other than funding, what resources and materials will you need in the future to improve the quality and kinds of arts instruction in your school/district? (Use additional sheets of paper, if necessary).

*Thank you for taking the time to fill-out this survey.*

Questions about this survey should be directed to Donna M. Edwards at ArtServe Michigan, Telephone (248) 557-8288, ext.13 or e-mail [education@ArtServeMichigan.org](mailto:education@ArtServeMichigan.org).

Mail survey back in the enclosed self-addressed stamped-envelope. If no envelope is available, please mail to:

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Southfield, MI 48075**

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